



DEPARTMENT OF HUMAN SERVICES
COURSE OUTLINE - FALL 2015
TA 1231 SPEECH AND LANGUAGE INTERVENTIONS

To be recognized for educational excellence in the fields of early learning & childcare and educational assistant training.

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

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OFFICE HOURS: Mondays 11:30 - 12:30, Tuesdays and Thursdays: 12:00 - 12:30

PREREQUISITE(S)/COREQUISITE:

HS1217 or consent of the instructor.

TIME: Tuesday/Thursday 10:00 - 11:50 Wednesday 9:00 - 9:50

LOCATION: A212

REQUIRED TEXT/RESOURCE MATERIALS:

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.

CREDIT/CONTACT HOURS: 2(5-0-0) / 30 hours

DELIVERY MODE(S):

Classroom instruction will include a combination of lectures, discussions, small and large group work. Audio-visual materials and other resources will also be used.

OBJECTIVES:

Students will gain an understanding of young children's development - specifically in the area of communication.

Students will learn about planning experiences that facilitate children's development in the above areas.

LEARNING OUTCOMES:**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	MINIMAL PASS
D⁺	1.3	55 - 59	FAIL
D	1.0	50 - 54	
F	0.0	0 - 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

TRANSFERABILITY:

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

GRADING CRITERIA: Minimum pass in the Department of Human Services is C-.

EVALUATIONS (How you get marks):

Quizzes	25%
	25%
Assignment	20%
Articulation	
Assignment	20%
Concepts	

Quizzes are to be written on the day scheduled (date is negotiable).

Assignments are to be handed in the day they are due.

ALL assignments must be completed in order to receive credit in the course.

ATTENDANCE:

Regular attendance is crucial for student success. If a student misses more than 20% of scheduled classes, a grade of 'O' will be assigned.

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 Admissions Guide at <http://www.gprc.ab.ca/programs/calendar/> or www.gprc.ab.ca/about/administration/policies/

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

COURSE SCHEDULE/TENTATIVE TIMELINE:

Please see attached for course schedule (note, the schedule is tentative and subject to revision).

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%

Pick 3 sounds, one from each of the groups below (do not use blends).

/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 single syllable words where the sound is in initial position

Bat, boy, bee, bye, bit, bike

5 single syllable 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

For each sound: *ONE book 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). No Disney/commercial books/compilation, use books that are interesting, age appropriate and are in "good shape".

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

Assignment Concepts

20%

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.

Choose concepts other than colors or emotions.

FYI if you use "pairs" ie: big and little - these do not count as 2 concepts.

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

OR

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. No Disney/commercial books/compilation, use books that are interesting, age appropriate and are in "good shape".

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

Just to re-phrase: a) one song OR fingerplay and b) one book.