



SYLLABUS BILINGUAL INTERVENTION

Spring 2022

(3 credits)

Tuesdays , 4:15 PM - 5:30 PM

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COURSE DESCRIPTION:

This seminar is designed to build foundational knowledge on facilitating language and literacy outcomes of multi-language learners. Focus will be primarily on practical, developmentally appropriate evidence-based intervention for multilingual children. Upon completion of this course, students will be able to identify and describe evidence-based approaches for intervening with multilingual children with identified communication disorders and use the knowledge gained from the course to create a service project centered around improving educational services for multilingual children.

This course is a companion to *Bilingual Service Assessment in Speech-Language Pathology*.

The in-class component is designed to serve as an accompaniment to weekly supervised practicum experiences working with multilingual children or adults in research and/or clinical practice. While you will gain experience and opportunities to build your skills for appropriate clinical practice, this class should not be considered comprehensive. Continued experience and consumption of high-quality research is an essential component of bilingual service delivery, particularly as the amount of empirical evidence expands to address more specific aspects of speech-language pathologists' responsibilities. This course focuses primarily on practical, developmentally appropriate evidence-based intervention for facilitating language and literacy development. Additionally, we will touch on more general aspects of working with multilingual individuals and their families. We hope to give you the tools to help you get started toward preparing to work as bilingual speech-language pathologists.

COURSE MATERIALS:

Recommended Text:

Tominey, S. & O'Bryon, E. (2018). *45 Strategies That Support Young Dual Language Learners*. Brookes Publishing, Baltimore: MD.

ISBN: 978-1-68125-043-4.

Tabors, P. O. (2008). *One Child Two Languages*. Brookes Publishing, Baltimore: MD
ISBN: 978-1-55766-921-6. (256 pages with a CD-ROM)

Canvas Site: An additional set of readings, grades, handouts, and helpful resources will be posted on the course site. This website has been developed for the students' convenience. It will serve as a major avenue for communicating and reinforcing class and project information. Therefore, it is important for all students to visit the website on a regular basis.

COURSE OBJECTIVES: After completing this course:

Undergraduate students will be able to:

1. Identify and describe evidence-based approaches for intervening with multilingual children with identified communication disorders.
2. Identify and describe an appropriate treatment plan with specific language facilitation strategies or instructional accommodations for multilingual children at risk for delays or with identified communication disorders.
3. Identify resources and supports for improving outcomes of multilingual children at risk for language learning disorders or identified with communication disorders.

The course is intended to support progress on a continuum of developing the following skills:

1. Identify and implement evidence-based approaches for intervention with multilingual children with identified communication disorders.
2. Create and implement a treatment plan appropriate for a multilingual child identified as at risk for a speech and/or language disorder.
3. Implement instructional supports to improve outcomes for multilingual children with identified communication disorders.

COURSE RESPONSIBILITIES

Attendance: Regular attendance, attention, and in-class participation during all weekly seminar classes or through lecture reflections.

Biweekly Reflections: Students will submit biweekly reflections **on Sunday at 11:59pm**. Reflections will include open-ended questions/prompts regarding your experiences in your practicum, clinical observations during the previous week, applications from information obtained from class, or assigned readings. You are encouraged to include questions you may have and/or comments about new experiences relevant to the course content. Evidence of critical thinking and application of course content is necessary to receive full credit. There will be a **total of 5** reflection opportunities by the end of the semester.

Biweekly Quizzes: Students will submit biweekly quizzes **on Sunday at 11:59pm**. Quizzes will be related to the assigned readings for that week. Quizzes will consist of 10 questions and are due before the class meeting. There will be a **total of 6** quizzes by the end of the semester, the

lowest quiz grade will be dropped and the highest scores for 5 quizzes will count towards your final grade in the course.

Article Summary/Handout: Students will select an intervention article from a list provided by the instructor. Students will read and report on the study’s findings and give a summary of pertinent information (i.e., APA citation, purpose/goal of the research or research question, characteristics of participants, independent variable, dependent variable, other variables, description of tests/materials/tasks/procedures, description of analysis approach (descriptive and statistical), results, conclusions/take-home message, description of how the study adds to research base and informs clinical practice, limitations and future directions). Students will present about the study they reviewed in class and provide a 1-page handout to share with their classmates. The instructor will provide a template and/or examples for student reference.

Final Project: Students will develop a presentation as their final project. Presentations will be about a pretend client assigned by the instructors. Students are responsible for using all of the topics discussed in class to help guide their intervention process. A rubric with a list of requirements will be provided in class. Students are encouraged to be creative and thorough when developing their presentation. Presentations are due before the class meeting.

Grade distribution for Undergraduate Students:

Quizzes	50 pts.
Reflections	50 pts.
Article Summary/Handout	50 pts.
Final Project	100 pts.
Attendance/Participation	30 pts.
Total	280pts.

COURSE POLICIES:

Office hours and electronic mail: If your schedule does not allow you to come during open office hours, please request an appointment. You may also contact me via e-mail, in which case you should always start the subject line with the course title so that your message receives priority. **ANY message with a blank or "generic" subject line (like "Hi") will be automatically deleted.** Please be advised that student emails sent to me Friday-Sunday will be answered on Monday unless otherwise indicated. Messages of an urgent nature (e.g. illness) sent Friday-Sunday should include URGENT in the subject line.

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

It is expected that you will attend and participate in each class session. Attendance and participation are essential for learning the course content and it's doubtful you can pass the class unless you make the effort to be present (both physically and mentally). If you miss a class, you are responsible for securing any missed handouts or other course materials.

Readings: It is expected that you will complete all readings by the date listed on the course schedule.

Cell phones: Cell phones should be placed on vibrate or turned off. Please do not answer your cell phone during the class period. Please do not use your cell phone to text during the class period.

GRADING/EVALUATION: Your assignment grades and final grade will be determined as follows: Total Number of points earned/XX= final grade (**see scale below; no requests to change this scale will be accommodated at any time**).

252 – 280 = A

224 – 251 = B

196 – 223 = C

168 – 195 = D

< 167 = F

INCOMPLETES

Incomplete Grades: An Incomplete ("I") grade may be assigned by an instructor if you are passing a course, and you miss a portion of the course work (for example, an exam, a course project or assignment, etc.) due to an excused absence that cannot be made up until after the semester is over. An "I" grade must be removed in a timely manner by completing that portion of the course work you missed. You must complete the work by the instructor's deadline, but no later than the end of the next semester in which you are enrolled. You should not register for a course in which an "I" grade has been assigned; doing so results in the "I" grade being changed to an "IE" grade, which is calculated as an "F" in your FSU GPA.

UNIVERSITY POLICIES

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Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

Americans With Disabilities Act:

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

sdrc@admin.fsu.edu

<http://www.disabilitycenter.fsu.edu>

Free Tutoring from FSU:

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

COURSE SCHEDULE

WEEK	DATE	TOPIC	READINGS	DUE
1	Jan 10	Course Introduction Overview of Syllabus ASHA Code of Ethics		Quiz 1 Due Sunday 1/16 @ 11:59pm
2	Jan 17	Foundations of Bilingual Language Development Hoff (2015)	Tominey& O'Bryon (2018) Pages: 1-22 The Bilingual Continuum During Covid-19	Reflection 1 Due Sunday 1/23 @ 11:59pm
3	Jan 24	Cultural Responsiveness	Parrish & Linder- VanBerschot (2010) Pages: 10-16 Tominey& O'Bryon (2018) Pages: 159-170	Quiz 2 Due Sunday 1/30 @ 11:59pm
4	Jan 31	Interdisciplinary Intervention: Working with Related Personnel Family Centered Services	Tominey& O'Bryon (2018) Pages: 145-155 Lopez (aaa) Pages: 275-279	Reflection 2 Due Sunday 2/6 @ 11:59pm
5	Feb 7	Cross-linguistic Influences & Code Switching	Goldstein (2015) Chapter 4 Pages: 73-89	Quiz 3 Due Sunday 2/13 @ 11:59pm
6	Feb 14	Foundations for Effective Service Delivery Response to Intervention	Roseberry-McKibbin (1995) Chapter 14 Pages: 307-326 RTI with ELs (web)	Reflection 3 Due Sunday 2/20 @ 11:59pm
7	Feb 21	Treatment Strategies: Compensatory Strategies Making Input Comprehensible Receptive & Expressive	Roseberry-McKibbin (1995) Chapter 15 Pages: 337-356	Quiz 4 Due Sunday 2/27 @ 11:59pm
8	Feb 28	Treatment Strategies: Vocabulary & Literacy	Roseberry-McKibbin (1995) Chapter 15 Pages: 357-371	Reflection 4 Due Sunday 3/6 @ 11:59pm

9	Mar 7	Treatment Strategies: Morphosyntax & Grammar	Goldstein (2015) Pages: 175-191	Quiz 5 Due Sunday 3/13 @ 11:59pm
10	Mar 14	Spring Break!		
11	Mar 21	Evidence Based Practice Goal Writing: Application to Two Languages Implications in Research	Roseberry-McKibbin (1995) Chapter 14 Pages: 326-328 ASHA Leader: Writing Goals TBD	Article Summary/Handout Due Sunday 3/20 @ 11:59pm Reflection 5 Due Sunday 3/27 @ 11:59pm
12	Mar 28	Service Delivery for Special Populations	Roseberry-McKibbin (1995) Chapter 16 Pages: 375-403	Quiz 6 Due Sunday 4/3 @ 11:59pm
13	April 4	Bilingualism Across the Lifespan: Addressing Language Disorders in Bilingual Adults	Goral & Conner (2013) Pages: 142-148 Kohnert (2013) Chapter 11	
14	April 11	Case Study Review		Presentations Due Sunday 4/17 @ 11:59pm
15	April 18	FINALS WEEK No Class		