

COMD 6020

Language Assessment & Intervention for School-Age Children & Adolescents

SCHEDULE: T, TH 8:30-9:45
CLASSROOM: EEJ 226
INSTRUCTOR: Dr. Sandi Gillam
Phone (office): 797-7028
email: sandi.gillam@usu.edu

Dr. Ron Gillam will also be teaching classes!

Disability Accommodations: Anyone requesting disability accommodations should see me.

COURSE PRE-REQUISITES: COMD 5200 or equivalent

Course Description: A graduate level course study of approaches to working with children and adolescents with language disabilities. Practical application of language assessment procedures, individualized planning, and language intervention strategies are discussed. Language in the classroom for school-age children and adolescents and collaborative strategies also are covered. Multicultural literacy and the multidimensional nature of language in the classroom will be addressed.

Required Texts:

Paul, R., & Norbury, C. (2012). *Language Disorders from infancy through adolescence: Listening, speaking, reading, writing and communicating*, 4th Edition. Elsevier Publishing. ISBN: 13: 978-0323071840 10: 0323071848

Prelock, P. (2012). *Treatment of Autism Spectrum Disorders: Evidence-based intervention strategies for communication and social interactions*. Brookes Publishing. 13: 978-1598570533 10: 1598570536

Selected articles and book chapters posted on canvas.

Required Readings: You are expected to be prepared for class. Part of that preparation is reading. Your reading assignments provide you with background in order to understand and participate in class discussions. Failure to prepare for class affects the pace of the class, and the learning environment as a whole. Your required readings are included with each topic of discussion. Any standardized, computerized, or criterion referenced assessment that we address in class should be considered a part of your required reading materials.

ATTENDANCE:

Consistent attendance reflects professionalism. If an absence is unavoidable, students are responsible for getting any assignments, information, notes, etc from a colleague. If an exam or class presentation is missed due to illness or emergency, the instructor should be notified as soon as possible and documentation should be provided. If you do not contact me prior to your absence, for those absences that you know you will accrue during the semester, or if you fail to contact me with a reasonable amount of time after an

unavoidable absence, you will not be allowed to make up an exam, quiz, assignment, or presentation. I honor university excused absences, the definition of which can be found at the following website:<http://www.usu.edu/policies/PDF/Excused-Absences.pdf>. Emergency arrangements for taking an exam late must be made PRIOR to the scheduled time of the exam. Please do not request alternate exam dates for non-emergency reasons (e.g., a family vacation, wedding). Plus, given the time compression in this course, you would be in big trouble if you missed a day.

Academic Integrity - "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Emergency Preparedness

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation

dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course.

Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

COURSE OBJECTIVES

Course Objectives:

1. To develop knowledge regarding the etiologies, characteristics, prevention, assessment and intervention of language disorders in children.
2. To develop knowledge of development, philosophical issues, theoretical models, research based diagnostic and intervention procedures in language disorders.
3. To obtain knowledge of standardized, non-standardized, dynamic and computerized assessments in language.
4. To obtain knowledge concerning evidence-based practices in diagnosis and intervention with language disorders in children throughout their developmental progression (pre-linguistic, emerging, developing language/phonology, school age, adolescent).
5. To acquire knowledge and clinical skills in evidence-based diagnosis and evaluation of children and adolescents from differing cultural backgrounds as well as the ability to modify current standardized testing procedures to provide culturally relevant assessments.
6. To acquire knowledge and clinical skills in procedures for preparing and interpreting diagnostic reports for language disorders.

Standard IV-A

<input type="checkbox"/>	Biological Sciences	The student will demonstrate prerequisite knowledge of the biological sciences.
<input type="checkbox"/>	Physical Sciences	The student will demonstrate prerequisite knowledge of the physical sciences.
<input type="checkbox"/>	Statistics	The student will demonstrate prerequisite knowledge of

		statistics.
<input type="checkbox"/>	Social/behavioral Sciences	The student will demonstrate prerequisite knowledge of the social/behavioral sciences.

Standard IV-B: Basic Human Communication Processes

<input type="checkbox"/>	Biological	The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
<input type="checkbox"/>	Neurological	The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
<input type="checkbox"/>	Acoustic	The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.
<input type="checkbox"/>	Psychological	The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
<input type="checkbox"/>	Developmental/Lifespan	The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
<input type="checkbox"/>	Linguistic	The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
<input type="checkbox"/>	Cultural	The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

<input type="checkbox"/>	Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading and writing (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)	The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
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<input type="checkbox"/>	<p>Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning,) (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)</p>	<p>The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.</p>
<input type="checkbox"/>	<p>Social aspects of communication (e.g., behavioral and social skills affecting communication) (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)</p>	<p>The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.</p>
<input type="checkbox"/>	<p>Augmentative and alternative communication modalities (including etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates)</p>	<p>The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.</p>

Standard IV-D: Prevention, Assessment, and Intervention

<input type="checkbox"/>	<p>Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the principles and methods of prevention, assessment, and intervention)</p>	<p>The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.</p>
<input type="checkbox"/>	<p>Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) (including the principles and methods of prevention, assessment, and</p>	<p>The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem</p>

	intervention)	solving, executive functioning).
<input type="checkbox"/>	Social aspects of communication (e.g., behavioral and social skills affecting communication) (including the principles and methods of prevention, assessment, and intervention)	The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
<input type="checkbox"/>	Augmentative and alternative communication modalities (including the principles and methods of prevention, assessment, and intervention)	The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

Standard V-A: Oral and Written Communication

Standard V-B: Skills in Evaluation

Standard V-B: Skills in Intervention

<input type="checkbox"/>	Demonstrates skill in oral and written or other forms of communication sufficient for entry into professional practice	The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.
<input type="checkbox"/>	Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention	The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of receptive and expressive language.
<input type="checkbox"/>	Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention	The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of cognitive aspects.
<input type="checkbox"/>	Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention	The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of social aspects.
<input type="checkbox"/>	Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention	The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of communication modalities.

<input type="checkbox"/>	Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention	The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of receptive and expressive language.
<input type="checkbox"/>	Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention	The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of cognitive aspects.
<input type="checkbox"/>	Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention	The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of social aspects.
<input type="checkbox"/>	Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention	The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of communication modalities.

Course Requirements/Evaluation

Article Summary (100 points)

This assignment contains only an oral component. This assignment is designed to measure how well you know the article and can explain it succinctly. You should present only the most salient aspects of the article in a way that allows your colleagues to glean the most important information in a short period of time.

Intervention Presentation Guidelines (100 points)

- Target population(s) (5)
- Theoretical basis (10)
- Empirical basis (10)
- Practical requirements (time demands, setting, materials, training) (10)
- Key components (20)
- Procedures (20)
- Data collection to support decision-making (10)
- Examples (10)
- Clarity, organization, accuracy, professionalism (5)

Contextualized Language Intervention Unit (100 points)

You will develop a literature based language unit that contains LTG's and STG's for a hypothetical client. You will present this plan to the class in a powerpoint presentation. You are also expected to provide a written summary of your plan.

The presentation should address the following:

- Theme/book titles

- Curricular goals targeted (see CCSS)
- LTG
- STGs
- Target vocabulary (and literate language features)
- Target syntactic structures
- Narrative elements identified
- Data collection and analysis plan
- Probes

Pre-course Online quizzes = You may begin taking the pre-course online quizzes on August 1, 2015. They are due by September 5, 7 and 9th respectively (220 points)

Quiz 1 covers Chapter 10 in your Paul and Norbury book. You have 70 minutes to take it. There are 50 questions worth 2 points each (100 points). There is a comprehensive study guide associated with this quiz. It is located on page entitled “Study Guides.” You should take this quiz before class begins, but you have until September 5 to complete it.

Quiz 2 is on information contained in Weiler and Schuele 2014. The study guide and article associated with this quiz is located on the “Study Guides” page. There are 10 questions on this quiz and it is worth **20 points**. You will have 20 minutes to take this quiz. You should take this quiz before class begins, but you have until September 7 to complete it.

Quiz 3 is on complex syntax. The information you need to prepare for this quiz is also on the Study Guides page. This quiz is worth 100 points and you have 45 minutes to take it. You should take this quiz before class begins, but you have until September 9 to complete it.

Quizzes to be taken DURING the regular semester: Paul & Norbury

You will use the study guides at the end of each chapter to prepare for your quizzes on chapters 1-3, and 11-14. The quizzes will be online, and will be multiple choice or true-false. Each quiz will be worth 50 points (total = 350).

Quiz 4 covers Chapter 1 Models of Language Disorders; Deadline 9/8, 11:59pm

Quiz 5 covers Chapter 2 Principles of Assessment; Deadline 9/22, 11:59pm

Quiz 6 covers Chapter 3 Principles of Intervention; Deadline 9/29, 11:59pm

Quiz 7 covers Chapter 11 Assessment School Age; Deadline 10/15, 11:59pm

Quiz 8 covers Chapter 12 Intervention School Age; Deadline 10/27, 11:59pm

Quiz 9 covers Chapter 13 Assessment Adolescence; Deadline 12/1, 11:59pm

Quiz 10 covers Chapter 14 Intervention Adolescence; Deadline 12/8, 11:59pm

Final Exam

The final exam will cover topics (including readings) that we address in class, the intervention presentations, and the article summaries. It will be worth 200 points.

Total = 1,020

Grading

A = 96-100

A- = 90-95

B+ = 86-89

B = 83-85

B- = 80-82
C+ = 76-79
C = 73-75
C- = 70-72

Group Assignments for **Intervention Presentations**

1. (Hanan); Jensen Proebstel, Kayla Sorensen
 2. (Focused Stimulation and recasting): Jazmin Rambeau, Megan Lambert
 3. (Phonological Awareness): Kara Young, Haley Kilmer
 4. (Complex Sentences): Mary Farmer, Payton Schutte
 5. (Social Communication): McKenzie Long, Maria Schmidt,
 6. (Language Intervention for School Age Bilingual Children): Hope Woodruff, Ashley Hurst, Meredith (Emmy) Clifford
 7. (Picture Exchange System): Jaci Curth, Jennifer Longenecker,
 8. (Pivotal Response Treatment): Mallory Bond, Tessa Cox
 9. (Social Stories): Chaylynn Christensen, Jamie Shkorpela
 10. (Video Modeling): Deanna Dixon, Stacey Thornton
 11. (Functional Communication Training: Treating Challenging Behavior) MaryAnn Hammon, Alicia Garlich
 12. (Adolescent Language Intervention, Paul & Norbury, Ch. 14). Camille Wynn, Jill Swenson
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Group Assignments for **Article Summary presentations**

1. Jensen Proebstel, Deanna Dixon, Tessa Cox, Camille Wynn (Auditory Processing Forum)
 - a. Fey, Kamhi & Richard (2012)
 - b. Fey, Richard, Geffner, Kamhi, Medwetsky, Paul, Ross-Swain, Wallach, Frymark & Schooling, (2011)
 - c. Bellis, Chermak, Weihing, & Musiek, (2011)
 2. Jamie Shkorpela, Jennifer Longenecker, Chaylynn Christensen
 - a. Frizelle & Fletcher, 2015
 3. Kayla Sorensen, Maria Schmidt, Jaci Curth
 - a. Redmond, Ash and Hogan, 2015
 4. Stacey Thornton, Payton Schutte, Hope Woodruff
 - a. Cleave, Becker, Curran, Owen Van Horne & Fey, 2015
 5. Mary Farmer, Megan Lambert, Jill Swenson
 - a. Gibson, Adams, Lockton, & Green (2013)
 6. Alicia Garlich, Ashley Hurst, McKenzie Long
 - a. Hsu & Bishop, (2011)
 7. Haley Kilmer, Meredith Clifford, Jazmin Rambeau
 - a. Snowling & Hulme, (2012)
 8. Kara Young, Mallory Bond, MaryAnn Hammon
 - a. Wanzek, Wexler, Vaughn, & Ciullo, (2010)
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Group Assignments for **Contextualized Language Unit Presentations**

1. Hope Woodruff, Camille Wynn, Jensen Proebstel, Haley Kilmer,
2. McKenzie Long, MaryAnn Hammon, Meredith Clifford, Jennifer Longenecker

3. Ashley Hurst, Alicia Garlich, Megan Lambert, Jill Swenson, Mallory Bond,
4. Payton Schutte, Mary Farmer, Maria Schmidt, Jamie Shkurpela
5. Kayla Sorensen, Tessa Cox, Deanna Dixon, Jazmin Rambeau,
6. MaryAnn Hammon, Kara Young, Stacey Thornton, Chaylynn Christensen

Timeline:

- *September 1 Tuesday*

Models of Language Disorders in Children (SG)

[Paul & Norbury Ch. 1](#)

[ASHA practice portal Spoken Language Disorders](#)

- *September 3 Thursday*

Models of Language Disorders in Children (SG)

[Paul & Norbury Ch. 1](#)

Principles of Assessment (SG)

[Paul & Norbury, Ch. 2](#)

[Neurodevelopmental Disorders; Introduction & A Second Opinion on Autism In DSM-V Clinical Cases, Barnhill, J. \(Ed.\), \(2014\). American Psychiatric Publishing, London, England, pp. 1-6](#)

- *September 8 Tuesday*

Perception (RG)

[Fey et al., 2011](#)

***Quiz 4 Deadline**

- *September 10 Thursday*

Attention & Memory (RG)

[Gillam, Montgomery, Gillam & Evans \(in press\)](#)

-
- *September 15 Tuesday*

Principles of Intervention (SG)

[Chapter 3 Paul and Norbury](#)

- *September 17 (Saffron Conference; No class) Thursday*
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- *September 22 Tuesday*

Diagnostic Decision Making; DSM V & bilingual considerations (RG)

[Gillam, Pena, Bedore, Bohman, and Mendez-Perez, \(2013\)](#)

***Quiz 5 Deadline**

- *September 24 Thursday*

Article Summaries

8:35-8:55: Group 8

9:00-9:20: Group 7

9:25-9:45: Group 6

- *September 29 Tuesday*

Article Summaries

8:35-8:55: Group 5

9:00-9:20: Group 4

9:25-9:45: Group 3

***Quiz 6 Deadline**

- *October 1 Thursday*

Article Summaries

8:35-8:55: Group 2

9:00-9:20: Group 1

9:25-9:45: Comprehension (SG)

[Karasinski & Ellis Weismer, \(2010\)](#)

- *October 6 Tuesday*

Comprehension (SG)

[Gillam, Fargo & St Clair \(2009\)](#)

[Laing & Kamhi \(2002\)](#)

- *October 8 Thursday*

Assessment for School Age

[Paul and Norbury, Chapter 11](#)

[DeBonis, 2015 \(Auditory Processing; CAPD\)](#)

- *October 13 Tuesday*

Intervention for School Age

[Paul & Norbury, Ch. 12](#)

[Contextualized Language Intervention \(SG\)](#)

Gillam, Gillam & Reese, (2012)

- *October 15 (BOD meeting) Thursday*

Test Review (Sarai)

***Quiz 7 Deadline**

- *October 20 Tuesday*

Conversational, Narrative Sampling (RG)

Gillam, Gillam, Olszewski, & Segura (under review)

- *October 22 Thursday*

Conversational, Narrative Sampling (RG)

- *October 27 Tuesday*

SKILL (SG)

Gillam, Gillam & Fey (in press). In McCauley, Fey & Gillam (in press). Ch. 14

Gillam, Olszewski, Fargo, & Gillam, (2014)

***Quiz 8 Deadline**

- *October 29 Thursday*

SKILL (SG)

Gillam, Gillam & Fey (in press). In McCauley, Fey & Gillam (in press). Ch. 14

Gillam, Hartzheim, Studenka, Simonsmeier, & Gillam, (2015)

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- *November 3 Tuesday*

Reading Assessment & Intervention

[Gillam & Reutzler, \(in press\). In McCauley, Fey & Gillam \(in press\). Ch. 12](#)

- *November 5 Thursday*

Assessment with Adolescents

[Paul and Norbury, Ch. 13](#)

- November 10-15 ASHA: No class
-

- *November 17 Tuesday*

[Adolescent Intervention Ch. 14](#)

Robust Vocabulary Instruction

- *November 19 Thursday*

Intervention Presentations

8:35-8:55: Group 7

[Picture Exchange System, Prelock](#)

9:00-9:20: Group 8

[Pivotal Response Treatment, Prelock](#)

9:25-9:45: Group 9

[Social Stories, Prelock](#)

- *November 24 Tuesday*

Intervention Presentations

8:35-8:55: Group 10

[Video Modeling, Prelock](#)

9:00-9:20: Group 11

[Functional Communication Training, Prelock](#)

9:25-9:45: Group 12

[Adolescent Intervention, Ch. 14](#)

- *December 1 Tuesday*

Intervention Presentations

8:35-8:55: Group 1

[Hanan chapter, McCauley, Fey & Gillam](#)

9:00-9:20: Group 2

[Focused Stimulation, McCauley, Fey & Gillam](#)

9:25-9:45: Group 3

[Phonological Awareness, McCauley, Fey & Gillam](#)

***Quiz 9 Deadline**

- *December 3 Thursday*

Intervention Presentations

8:35-8:55: Group 4

[Complex Sentences, McCauley, Fey & Gillam](#)

9:00-9:20: Group 5

[Social Communication, McCauley, Fey & Gillam](#)

9:25-9:45: Group 6

[Bilingual, McCauley, Fey & Gillam](#)

- *December 8 Tuesday*

Contextualized Language Intervention Presentations

8:35-8:55: Group 5

9:00-9:20: Group 6

9:25-9:45: Group 4

***Quiz 10 Deadline**

- *December 10 Thursday*

8:35-8:55: Group 3

9:00-9:20: Group 2

9:25-9:45: Group 1

- Finals: Dec. 14-18

Key:

[Quiz deadlines](#)
[Readings](#)