



**DEPARTMENT OF HUMAN SERVICES**

**COURSE OUTLINE - Fall 2010**

**TA 1231 Speech and Language Interventions**

**INSTRUCTOR:** Terrah Lindsay B.Sc., M.S.  
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**OFFICE HOURS:**

**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

**CALENDAR DESCRIPTION**

The role of a Teacher 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. Students will be provided with opportunities to observe speech language assistants working under the direction of a speech-language pathologist in various educational settings.

**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.

**STUDENT EVALUATION**

Letter Grade	Numerical Grade	Percentage
A+	4.0	90-100
A	4.0	85-89
A-	3.7	80- 84
B+	3.3	76-79
B	3.0	73-75
B-	2.7	70-72
C+	2.3	67-69
C	2.0	64-66
C-	1.7	60-63
D+	1.3	55-59
D	1.0	50-54
F	0.0	0-49

In order to obtain credit for this course students must achieve a minimum of a “D+”

<b>ATTENDANCE/PARTICIPATION</b>	<b>10%</b>	
<b>QUIZZES</b>	<b>20%</b>	<b>October 27<sup>th</sup></b>
	<b>40%</b>	<b>December 1<sup>st</sup></b>
<b>ASSIGNMENT</b>	<b>30%</b>	<b>December 3<sup>rd</sup></b>

## **PROFESSIONALISM**

1. **Attendance** - Students will be responsible for content covered, assigned readings, and for any announcements that will be made in class. If a student is unable to attend a particular class, it will be her/his responsibility to find out what was missed. For optimal learning and readiness for class participation, students are advised to attend class regularly and should complete their homework (readings, resource searches) prior to class. 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 remain off; using your cell phone during class to talk/text is not appropriate.
2. **Late Policy** – Assignments must be submitted by 4:00 p.m. **ON** or **BEFORE** the date they are due. **Late** assignments will be **penalized** at a rate of **5% per day**. For example an assignment graded at 75% would be credited 70% after one day late, 65% after two days, etc.
3. **Quizzes** - any student unable to write quiz on the date scheduled must communicate to the instructor the reason he/she is unable to do so. The instructor reserves the right to determine the validity of the reason. Should it be agreed that the absence is excusable; an alternate date will be set.
4. **Student Conduct** – Please familiarize yourself with pages 49-50 the Grande Prairie Regional College 2010-2011 Calendar.

## **ATTENDANCE/PARTICIPATION**

**5%**

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

Attend class (and come on time)

Participate in small group activities

(with assignments that may be required to hand in)

Read assigned readings

Complete “homework” (find resources, visit specified websites).

## **ASSIGNMENT**

**Observation**

**30%**

**DUE: December 3<sup>rd</sup>**

Students will be provided with opportunities to observe educational sites where speech-language pathologists and speech-language assistants are employed. They will be assigned to observe sessions in which children are receiving interventions for their communication delay/disorder.

### ***Procedure:***

October 18<sup>th</sup>: Contact the speech and language assistant you have been assigned to this week to set up a time to observe.

Plan to spend an entire morning or afternoon with the assistant (approximately 3 hours).

October 18<sup>th</sup> - November 30<sup>th</sup> observe the assistant.

For three of the children you observe answer the following questions: What were the child’s goals? How did the assistant target these goals? What materials did the assistant use? How did the assistant make the activity more difficult? How did the assistant make the activity easier? What cues did they assistant use? What level was the child at? Did the activity maintain the child’s interest? What else did you learn?

## Class Schedule

Sept. 29 (W)	General Overview and Course Information Introduction, Roles Hearing Disorders
Oct. 6 (W)	Articulation
Oct. 13 (W)	Articulation
Oct. 20 (W)	Articulation
Oct. 27 (W)	<b>6:00 – 7:00 QUIZ</b> Voice Fluency
Nov. 3 (W)	Language
Nov. 10 (W)	Language
Nov. 17 (W)	Language Promoting Speech and Language
Nov. 24 (W)	AAC Visual Strategies
Dec. 1 (W)	<b>FINAL</b>

