

SIMON FRASER UNIVERSITY

EDUCATION 379-3  
(T1.00)

**SPECIAL TOPIC: COMMUNICATION STRATEGIES FOR DEVELOPMENTALLY  
DELAYED/DISORDERED STUDENTS IN THE ELEMENTARY SCHOOL YEARS**

Summer Session, 1991  
(July 25 – August 3)

Instructor: B. Lubker

Monday – Saturday, 8:30 a.m. – 12:20 p.m.

Location: Jericho Hill School  
4125 West 8th Ave., Vancouver

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**PREREQUISITE:** Educ 401/402, or equivalent and certified practising teacher.

**COURSE DESCRIPTION**

In this course participants will learn to identify the characteristics of communication disorders in children. The course will introduce concepts associated with risk factors for speech and language disorders, assessment, epidemiology, educational implications and classroom planning for children with such disorders.

**COURSE OBJECTIVES**

At the end of the course participants will be able to:

1. Name five major categories of communication disorders.
2. Identify child populations at risk for communication disorders.
3. Read and interpret Canadian prevalence data on language disorders.
4. Identify the primary associations among learning, behavioral and communication characteristics that define various categories of children with special needs.
5. Describe a range of etiologies of communication disorders among children.
6. Briefly discuss three theories of language development and disorders and their implications for educating children with communication disorders.
7. Briefly discuss three contemporary issues related to child communication assessment.
8. Differentiate among identification, assessment and the process of on-going evaluation.
9. Briefly discuss language skills as they relate to math, reading and writing.
10. Identify appropriate roles for the educator as a member of a multidisciplinary team concerned with children who have communication disorders.

Examples of competencies for teachers who teach children with specific exceptionalities:

*Learning Disabilities*

Identify the interrelationships among language deficits and success in academic skills (e.g., reading, written and oral language, spelling, listening) and content areas (e.g., social studies, math).

*Hearing Impaired*

Identify the areas of receptive and expressive language development to be considered in designing instruction for the hearing impaired.

*Mentally Handicapped*

Identify the language characteristics of mentally handicapped learners and their impact on instructional design.

*Behaviorally/Emotionally Handicapped:*

Identify the communication and learning characteristics of behaviorally/emotionally handicapped children as they influence educational practice.

*Chronically Ill:*

Identify the characteristics of chronically ill children which place them at increased risk for language-learning disabilities.

**COURSE REQUIREMENTS**

Students are expected to:

- a. attend class and to participate appropriately with questions, comments and discussion.
- b. to have completed the pre-institute reading assignment.
- c. to complete an ungraded pre-test on the first day of class.
- d. to read the daily chapter assignments.
- e. to complete a short, final take-home examination.
- f. to complete a written project according to grade contract

**REQUIRED TEXT**

Shame and Wiig, Human Communication Disorders.