EDSP 250 CONTEXT FOR SPECIAL EDUCATION
Unit III Child Study Meetings
Language Development, Differences, and Disabilities

Purpose

The purpose of these case studies is to document your understanding of language development, language differences, and language disabilities because language is central to the education of students with exceptional learning needs.

Language is considered to be a central aspect of cognitive processes that includes other areas such as attention, memory, information processing, and production. Limited language proficiency impacts both academic and social development and can be influenced by cultural and linguistic experiences. A challenge for educators is differentiating between English Language learners and students with other exceptional learning needs, if any.

Your understanding of the broad range of communication skills that include receptive and expressive language as well as verbal, non-verbal, and non-vocal communication will enhance your foundation knowledge that will guide your later work in special education methods/practicum and student teaching.

Alignment of Assessment with CEC Standards

Given the importance of Standard #6 Language, one primary assessment has been created to focus on the content of the standard. The candidates will be assessed on their knowledge of the following:

- ➤ Typical language development for early childhood, elementary, middle school, and secondary level students
  - ○ Receptive language
  - ○ Expressive language
  - ○ Phonology
  - ○ Semantics
  - ○ Syntax
  - ○ Morphology
  - ○ Pragmatics
  - ○ Discourse
  - ○ Fluency

- ➤ Atypical language development associated with:
  - ○ Communication disorders
  - ○ Learning disabilities
  - ○ Autism
  - ○ Physical disabilities
  - ○ Other low incidence disabilities

- ➤ Culturally responsive teaching for English language learners and the impact on learning including:
  - ○ Bi-lingual and ELL learners

- Stages of English acquisition
- Cultural characteristics related to language/communication
- Communication with families
- Issues for immigrant and refugee families

➤ Augmentative and assistive technology including:
- Communication boards
- Sign language
- Voice input/output synthesizers
- Voice recognition software (e.g. Dragon Naturally Speaking
- Reading software (e.g. Kurzweil

Case Studies

Each case study will have corresponding readings from the textbooks and articles posted on Black Board. The quality of your responses will be assessed on your ability to think analytically and critically while applying background knowledge from your readings and class discussions.

Each case study progressively adds complexity to your understanding of communication and language. For each case study, you are expected to demonstrate four outcomes:

1) Objectively describe the **developmental characteristics** related to language for each of the students
2) Make inferences related to the student's **cultural and/or experiential background**
3) Explain the possible **impact** on the student's ability to learn
4) Suggest **interventions** that educators, other professionals, or family members can use to promote the student's communication/language skills

Case Study #1: Typical Language Development.   The first case study examines typical language development to determine how you analyze the information in the areas of receptive and expressive language that includes fluency, phonology, semantics, syntax, morphology, pragmatics, and discourse.

Case Study #2: Receptive and Expressive Language. The second focuses on aspects of receptive language and expressive language that may typically be associated with students with language/learning disabilities or physical disabilities.

Case Study #3: English Language Learner. The third case study explores the challenge of supporting students who are English Language Learners and may have concomitant disabilities.

Case Study #4: Assistive Technology/Augmentative Communication. The final case examines a student who can benefit from low and high level assistive technology and augmentative communication strategies.

Developmental Analysis

This section demonstrates your ability to distinguish among the characteristics of receptive and expressive language as well as the facets of language including phonology, fluency, semantics, syntax, morphology, and discourse.   Your analysis

should show that you understand the distinction between speech articulation and other more complex language differences.

Cultural or Experiential Factors

The impact of cultural or experiential factors can be complex and subject to personal bias and interpretation. The section emphasizes the importance of posing questions and hypotheses that lead you to culturally sensitive responses as an instructional planner.

Impact on Learning

Learning differences or disabilities in receptive and expressive language can impact academic and social/emotional development. In this section, you should make inferences based on your readings of the texts and journal articles. References (APA style) to the research will be expected in this section. Academic areas can include reading, writing, mathematics, or other language based subject areas. Social/emotional development can include interactions with peers, teachers, and family members. It can also impact the ability of a student with exceptional learning needs to express one's needs and feelings and thus influence his/her behavior.

Strategies for Intervention

In this section, you should specify strategies that teachers, other professionals, paraprofessionals, and family members can use to strengthen language development through direct instruction or support the student through the use of accommodations/ modifications that can enhance language abilities. In this section, include citations (APA style) from the readings of the text and journal articles.

Language Development, Differences, and Disabilities
Case Study Assessment Rubric

CASE STUDY COMPONENT	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Developmental Analysis	1 Narrative has errors of analysis of receptive or expressive language; weak distinction between speech and language; omission of components of language including fluency, phonology, semantics, syntax, morphology, pragmatics, and discourse; narrative not backed up by evidence from case study	2 Narrative accurately describes the components of language; clear distinction between receptive and expressive language; general understanding of age appropriate language development; objective analysis of some of the data presented; several examples cited from case study	3 Narrative clearly and accurately describes the components of language/ communication for the student; strong evidence of understanding of age-appropriate language development; objective analysis of data presented and strong relevant examples provided from case study
	COMMENTS		
Cultural or Experiential Factors	1 Little evidence of understanding student's cultural and experiential background; lack of insight into influence of culture on language development; poor recognition of impact of English language learning on student success in classroom environment	2 Student's background and history are referenced with some insights into cultural or experiential differences. Some research of cultural differences on language development; educational opportunities are examined	3 Student's background and history are referenced with strong insights into cultural and experiential differences; clear evidence of research into cultural differences that influence language development; educational opportunities are examined and understood
	COMMENTS		
Impact on Learning	1 Weak evidence of understanding of language development on academic and social/emotional development; little or no evidence of connection between language and	2 Good understanding of impact of language on student's academic and social development; connection with some of the academic and social areas; use of some of the research	3 Strong understanding of impact of language on student's academic and social development; clear connections with reading, writing, spelling, and other academic areas; impact on

	academics areas; weak understanding of research literature on language and literacy	literature	social interactions with peers, teachers, and others in the environment; insight into language development on behavior; strong use of research literature
	COMMENTS		
Strategies for Intervention	1 Interventions are not age appropriate or relevant to the needs of the student; limited range of interventions that are not comprehensive; not based on research literature; little use of appropriate assistive technology or augmentative communication	2 Age appropriate and relevant intervention that can be used in the classroom or home environment; good plan for intervention that includes direct instruction, accommodations, or modifications as appropriate; some use of assistive technology, if deemed appropriate; some use of research literature	3 Age appropriate and relevant interventions that can be used by teachers, other professionals, and family members to enhance language/communication skills; comprehensive plan for Interventions that includes direct instruction, accommodations, and modifications to the general curriculum; strong use of assistive technology or augmentative communication tools; evidence of response based on research literature with APA citations
	COMMENTS		

Individual Candidate Tracking Sheet
Assessment #8
Language

Candidate's Name _____ ID#_____ Semester _____

Case Study #1 Typical Language Development

CASE STUDY COMPONENT	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Developmental Analysis	1	2	3
Cultural or Experiential Factors	1	2	3
Impact on Learning	1	2	3
Strategies for Intervention	1	2	3

Case Study #2 Receptive & Expressive Language

CASE STUDY COMPONENT	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Developmental Analysis	1	2	3
Cultural or Experiential Factors	1	2	3
Impact on Learning	1	2	3
Strategies for Intervention	1	2	3

Case Study #3 English Language Learner

CASE STUDY COMPONENT	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Developmental Analysis	1	2	3
Cultural or Experiential Factors	1	2	3
Impact on Learning	1	2	3
Strategies for Intervention	1	2	3

Case Study #4 Assistive/Augmentative Strategies

CASE STUDY COMPONENT	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Developmental Analysis	1	2	3
Cultural or Experiential Factors	1	2	3
Impact on Learning	1	2	3
Strategies for Intervention	1	2	3