

Seminar in Developmental Language Disorders
CDS 662
Fall 2025

Course description: This course consists of the advanced study of current research relating to the differential diagnosis of populations with primary or associated developmental language disorder including autism spectrum disorder, intellectual disability, psychiatric disorders, developmental language disorder (= formerly specific language impairment), specific learning disorder (=language/learning disabilities, learning disabilities,), central auditory processing disorder, and other populations with associated language disorder.

Course Prerequisites: Prerequisites: CDS 552; Graduate standing.

Use this syllabus as the master plan of the course. This syllabus will tell you which lecture(s)/topic(s) and readings are due each week, which quizzes and exams are due each week and which assignments you should be doing each week in the course. All content material is presented in a lecture format, articles, chapters and links relevant to the lectures/topics and in the course texts.

Lectures/topics are located in the Canvas weekly modules. There will be open-book quizzes/exams for each of the lectures/topics and their associated readings. All due dates for lecture/topics, exams and quizzes are stated in the syllabus.

Assignment directions are located in the Canvas Course Requirement module and in the Canvas weekly modules for the week they are due. Submission links and forums for posts for assignments can be found in the module for the week the assignment is due. Check the syllabus for all due dates.

Books

The required textbook is found in the *Books* page in the *Course Information* module. Required chapters and articles are located in the syllabus and Canvas weekly module for which they are relevant.

Weekly Schedule: Each week begins on Monday morning and ends at midnight on the following Sunday night. This course runs between August 25, 2025 and Dec. 14, 2025. All assignments and quizzes/exams are due by midnight on the Sunday night of the week that they are due, unless otherwise noted. Article claims and posts are due on Tuesday and Thursday nights. The syllabus will tell you what readings and assignments you should be doing for each week of the course.

Grading and Due Dates

Due Dates: All assignments and quizzes are due by midnight on the Sunday night of the week that they are due unless otherwise noted. Please note that due dates for this course are final. In order to receive your earned grade in this course, all work must be handed in, even if it is late.

Penalties for late submissions: No credit will be earned for assignments/quizzes/exams which are submitted late. In order to receive your earned grade in this course, all work must be handed in by the last day of the course, even if it is late. If any assignments/quizzes/exams are not completed by the day after the last day of the course (Dec. 14, 2025), your earned grade will be reduced by the percentage of your grade that the assignment is worth. Please note all these due dates on your personal calendar.

Quizzes and exams cannot be retaken to improve your grade.

You may not resubmit an assignment to improve your grade. Be sure to do every assignment correctly the first (and only) time. There is no possibility of earning extra credit in this course.

If there is a compelling, documented reason for submitting an assignment late, (1) you must notify me and request an extension BEFORE the due date and (2) the assignment/quiz must be submitted during the next week to receive credit. An extension will not be granted unless you notify me before the due date of the assignment/quiz.

Disability accommodations

Students with a documented disability, including a learning disability, are eligible for accommodations through Disability Resources and Educational Services (DRES). Students are encouraged to request accommodations early on and to discuss their accommodations with me as soon as they are approved by DRES.

Academic Honesty

Students should follow all policies concerning academic honesty as specified in their student code of conduct. Students should not copy activities that other students have done. In this course and all others, acts of cheating, plagiarism, misrepresentation, or other forms of dishonesty are not tolerated. Student academic dishonesty will result in penalties ranging from a failing grade on an assignment or examination, to a failing grade in the course, to referral to the Office of Student Affairs for determination of suspension or dismissal from the University, as described in the University Catalog. See p.14 for details.

Week #1**August 25 – August 31****Lecture 1**

Differential Diagnosis

Differential Diagnosis for linguistically and culturally diverse children

Differential Diagnosis for linguistically and culturally diverse children: Using multiple sources and knowledge of diversity to assess students from different backgrounds; working in partnership to develop and implement integrated program to meet students' needs; assessing speech & language disorders occurring in the neurotypical population; but also prevalent in special groups like ASD, ID, DLD, learning disorders, etc.

CTCPD 3a, 4b, 5a, 5b ; CTCSLP 2c, 3a, 3b, 4c, 4d, 5d

Readings for Lecture 1

Course Information section

Assignment Information section

Syllabus Appendix - University, California Board of Speech-Language Pathology, Audiology and Hearing Aid Dispensers and ASHA Requirements

Things To Do

Participate in the discussion of the Lecture 1 Assignment by posting your 500-word answer to a question by Thursday night and your responses to two other students' posts by Sunday night. Take quiz for Lecture 1 by Sunday night.

Quiz for Lecture 1: Online multiple choice, true/false and/or fill-in-the-blank test covering:

Differential Diagnosis for linguistically and culturally diverse children: Using multiple sources and knowledge of diversity to assess students from different backgrounds, ; working in partnership to develop and implement integrated program to meet students' needs; assessing speech & language disorders occurring in the normal population; but also prevalent in special groups like like ASD, ID, DLD, learning disorders, etc.

CTCPD 3a, 4b, 5a, 5b ; CTCSLP 2c, 3a, 3b, 4c, 4d, 5d

Week #2**September 1 – September 7****Lecture 2**

Language and cognition

Readings for Lecture 2Paul and Norbury (4th edition – ch. 2 – pp. 35-38 (nonverbal cognition))Paul, Norbury and Gosse (5th edition — ch. 2 — pp. 42-43 (nonverbal cognition))

Articles and web sites on the Readings page

Lecture 3

Language and affect

Readings for Lecture 3

Articles and web sites on the Readings page

Things To Do

Participation in the Discussion Forums for Lectures 2 and 3 is optional.
Take quiz for Lectures 2 and 3 and associated readings by Sunday night.

Week #3

September 8 - September 14

Lecture 4

Autism Spectrum Disorder

Readings for Lecture 4

Paul and Norbury (4th edition – ch. 4 – pp. 118-123; 133-134)
Paul, Norbury and Gosse (5th edition – ch. 4 – pp. 125-131 (ASD))
Articles and web sites on the Readings page

Things To Do

Take quiz for Lecture 4 and associated readings by Sunday night.

Week #4

September 15 - September 21

Lecture 5

Autism Spectrum Disorder

Autism Spectrum Disorder (cont.); Rett Disorder etiology, late onset; milestones of normal and atypical speech and language development across a range of disabilities; informal and formal assessment techniques and instrumentation to develop baselines and monitor progress to determine the need for program modification; the development of multifaceted evidence based methods and strategies when working with cases from diverse populations; the implementation of Assistive Technology as needed including training, evaluation, and assignment of devices along with funding issues. **CTCPD 3c, 5c, 6c ; CTCSLP 2a, 2d, 4b**

Rett Disorder etiology, late onset

Readings for Lecture 5

Paul and Norbury (4th edition – none)
Paul, Norbury and Gosse (5th edition – none)
Articles and web sites on the Readings page

Things To Do

Participate in the discussion of the Lecture 4/5 Assignment — autism spectrum disorder — by submitting a 500-word minimum word discussion of an article by Thursday night and your responses to two other students' posts by Sunday night.

Participation in the discussion of Rett Disorder etiology and late onset autism is optional.

Take quiz for Lecture 5 and associated readings by Sunday night.

Quiz for Lecture 5: Online multiple choice, true/false, and/or fill-in-the-blank test covering:

Autism Spectrum Disorder (cont.); Rett Disorder etiology, late onset; milestones of normal and atypical speech and language development across a range of disabilities; informal and formal assessment techniques and instrumentation to develop baselines and monitor progress to determine the need for program modification; the development of multifaceted evidence based methods and strategies when working with cases from diverse populations; the implementation of Assistive Technology as needed including training, evaluation, and assignment of devices along with funding issues.

CTCPD 3c, 5c, 6c; CTCSLP 2a, 2d, 4b

Week #5

September 22 - September 28

Lecture 6

Intellectual Disability

Readings for Lecture 6

Paul and Norbury (4th edition – ch. 4 – pp. 101-108)

Paul, Norbury and Gosse (5th edition – ch. 4 – pp. 103 - 105 (ID))

Articles and web sites on the Readings page

Things To Do

Participate in the discussion of the Lecture 6 Assignment — intellectual disability — by submitting a 500-word minimum word discussion of an article by Thursday night and your responses to two other students' posts by Sunday night.

Take quiz for Lecture 6 and associated readings by Sunday night.

Week #6

September 29 – October 5

Lecture 7

Psychiatric Disorders

Readings for Lecture 7

Paul and Norbury (4th edition – ch. 4 – pp. 118; 123-128)

Paul, Norbury and Gosse (5th edition – ch. 4 – pp. 131-134 (ADD))

Articles and web sites on the Readings page

Things To Do

Participate in the discussion of the Lecture 7 Assignment — psychiatric disorders — by submitting a 500-word minimum word discussion of an article by Thursday night and your responses to two other students' posts by Sunday night.

Take quiz for Lecture 7 and associated readings by Sunday night.

Week #7

October 6 – October 12

Lecture 8

Communication Disorders (Developmental Language Disorder (formerly specific language impairment), Social Communication (Pragmatic) Disorder)

Readings for Lecture 8

Paul and Norbury (4th edition – ch. 1 for a general overview of DLD)
Articles and web sites on the Readings page

Things To Do

Participate in the discussion of the Lecture 8 Assignment — Communication Disorders (Developmental Language Disorder (=DLD, specific language impairment), Social Communication (Pragmatic) Disorder) — by submitting a 500-word minimum word discussion of an article by Thursday night and your responses to two other students' posts by Sunday night.

Take quiz for Lecture 8 and associated readings by Sunday night.

Week #8

October 13 – October 19

Lecture 9

Specific Learning Disorder (= learning disability/language learning disability)

NOTE: This topic directly relates to the Commission on Teacher Credentialing (CTC) for the SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition in regard to students' demonstration of knowledge of the development of literacy and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.

Readings for Lecture 9

Paul and Norbury (4th edition — chs. 11, 12, 13, 14)
Paul, Norbury and Gosse (5th edition – ch. 4 – pp. 131-134)
Articles and web sites on the Readings page

Things To Do

Participate in the discussion of the Lecture 9 Assignment by posting your 500-word discussion of a client who has some cognitive, emotional or behavioral problem that is an aspect of LLD by Thursday night and your responses to two other students' posts by Sunday night.

Take quiz for Lecture 9 and associated readings by Sunday night.

SPRING BREAK

Week #9**October 20 – October 26****Lecture 10**

Specific Learning Disorder (= learning disability/language learning disability) - Written language: Reading

NOTE: This topic directly relates to the Commission on Teacher Credentialing (CTC) for the SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition in regard to students' demonstration of knowledge of the development of literacy and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum. **CTCPD 3b**

Readings for Lecture 10

Paul and Norbury (4th edition — ch. 10)

Paul, Norbury and Gosse (5th edition — ch. 10)

Kamhi & Catts

- ch. 3 (Defining and Classifying Reading Disabilities)
- ch. 5 (Assessment and Instruction for Phonemic Awareness and Word Recognition Skills)
- ch. 6 (Perspectives on Assessing and Improving Reading Comprehension)
- ch. 7 (Assessing and Remediating Text Comprehension Problems)

Articles and web sites on the Readings page

Things To Do

Take the exams on the Kamhi & Catts readings by Sunday night.

Take quiz for Lecture 10 and associated readings by Sunday night.

Quizzes for Lecture 10/chapters 3,5, 6, 7: Online multiple choice, true/false, and/or fill-in-the-blank test covering: Written language and how it directly relates Child Development and Speech, Language, and Hearing Acquisition to the development of literacy; and the relationship of speech and language skills to literacy, language arts, and access to the core curriculum

CTCPD 3b

Week #10**October 27 – November 2****Lecture 11**

Specific Learning Disorder (= learning disability/language learning disability) Written language: Creating text

NOTE: This topic directly relates to the Commission on Teacher Credentialing (CTC) for the SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition in regard to students' demonstration of knowledge of the development of literacy and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.

Readings for Lecture 11

Paul and Norbury (4th edition – pp. 629-637)

Paul and Norbury (5th edition – pp. 661-668)

Kamhi & Catts

ch. 9 (Learning to Write)

ch. 10 (Developing Knowledge and Skills for Writing)

Articles and web sites on the Readings page

Things To Do

Take the exam on the Kamhi & Catts readings by Sunday night.

Take quiz for Lecture 11 and associated readings by Sunday night.

Week #11

November 3 – November 9

Lecture 12

(Central) auditory processing disorder

Readings for Lecture 12

Articles and web sites on the Readings page

Things To Do

Post your therapy presentation **choice** on the Therapy Presentation Video Proposal Forum

Take quiz for Lecture 12 and associated readings by Sunday night.

Week #12

November 10 – November 16

Lectures 13 through 40

Less commonly found syndromes on an SLP's caseload

Readings for Lectures 13 through 40

Web sites

Things To Do

Record your Therapy Video Presentation

Week #13

November 17 – November 23

Lectures 13 through 40

Less commonly found syndromes on an SLP's caseload

Readings for Lectures 13 through 40

Web sites

Things To Do

Post your Therapy Presentation video and handout.

Week #14

November 24 - November 30

Lectures 13 through 40

Less commonly found syndromes on an SLP's caseload

Readings for Lectures 13 through 40

Web sites

Things To Do

Post your Personal Stories **choices** for your Assigned Syndrome Assignment on the appropriate Syndrome/diagnostic Category Personal Stories Choice Forum.

Next week is the last full week of the course and all work must be submitted by Sunday, Dec. 7, 2025.

Week #15

December 1 – December 7

Lectures 13 through 40

Less commonly found syndromes on an SLP's caseload

Readings for Lectures 13 through 40

Web sites

Things To Do

Post your site names, site addresses (url), summaries and reflective comments of personal stories that you have read.

Week #16

December 8 – December 14

There is no final in this course.

Review Discussion Forums and download any materials you still need.

Review the recorded video presentations of therapy techniques.

Review the assigned syndrome stories.

Do any ASHA remediations that are required.

This course will be made unavailable January 15, 2026.

All outstanding work that has not been turned in /ASHA Remediations must be submitted immediately. Missing work and ASHA Remediations must be submitted through the appropriate ASHA Remediations submission link on Canvas in the ASHA Remediations module of the

course. These must not be emailed to me. You will only avoid a penalty by submitting the work through the appropriate ASHA Remediations submission link.

Required Books

Kamhi, A. G. & Catts, H. (2012). *Language and Reading Disabilities*. 3rd edition. Boston, MA., Pearson.

Here is how to get this book.

1. *Language and Reading Disabilities*: Pearson New International:

Amazon: hard copy \$102 **or** students have gotten it online cheaply as a pdf.

Note: Some chapters in this version have a different number than in the above text edition and the VitalSource version. Check the title of the chapters.

2. The book is available on Vital Source for 120 days for \$43.96 or for a lifetime for \$74.99.

If you want to buy the complete book, however, it will be an excellent reference for your clinical practice.

3. Amazon: hard copy \$111, Kindle 74.99

It is assumed that you have the following from CDS 552.

Paul, Rhea and Norbury, Courtenay F. (2012). *Language disorders from infancy through adolescence*. 4th edition. St. Louis, MO: Mosby.

Or

Paul, Rhea, Norbury, Courtenay and Gosse, Carolyn. (2017). *Language disorders from infancy through adolescence*. Fifth edition. St. Louis, MO: Elsevier.

Do not buy the following reference books.

Use the following APA manual for making citations. It should be available in local libraries.

American Psychological Association. 2009. *Publication Manual of the American Psychological Association*, sixth edition. Washington, D. C.: American Psychological Association.

Resources for diagnostics

American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013.

Diagnostic classification of mental health and developmental disorders of infancy and early childhood (Diagnostic classification: 0 - 3). 1994. Arlington, VA: ZERO TO THREE/National Center for Clinical Infant Programs.

Knowledge and Skills Analysis (KASA) for Department Majors:

Standard IV-B: Basic Human Communication Processes

Psychological	The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
---------------	--

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

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the 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: fluency disorders (including the 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: voice and resonance disorders (including the 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.)

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.

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.

Standard IV-D: Prevention, Assessment, and Intervention

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)

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.

Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) (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 cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning).

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).



Student Learning Outcomes

At the conclusion of this course, students will **demonstrate knowledge** of

- (1) the diagnostic categories: autism spectrum disorder, intellectual disability disorder, psychiatric disorders, communication disorders, developmental language disorder; and less commonly found syndromes on an SLP's caseload
- (2) the articulation profile of the diagnostic categories: autism spectrum disorder, intellectual disability disorder, psychiatric disorders, communication disorders, specific learning disorder; and less commonly found syndromes on an SLP's caseload
- (3) the fluency profile of the diagnostic categories: autism spectrum disorder, intellectual disability disorder, psychiatric disorders, communication disorders, specific learning disorder; and less commonly found syndromes on an SLP's caseload
- (4) the voice and resonance profile of the diagnostic categories: autism spectrum disorder, intellectual disability disorder, psychiatric disorders, communication disorders, specific learning disorder; and less commonly found syndromes on an SLP's caseload
- (5) the receptive/expressive language profile of the diagnostic categories: autism spectrum disorder, intellectual disability disorder, psychiatric disorders, communication disorders, specific learning disorder; and less commonly found syndromes on an SLP's caseload
- (6) the etiology of the receptive/expressive language profile
- (7) the cognitive aspects of communication of the profile of the diagnostic categories: autism spectrum disorder, intellectual disability disorder, psychiatric disorders, communication disorders, specific learning disorder; and less commonly found syndromes on an SLP's caseload
- (8) the etiology of the cognitive aspects of communication profile
- (9) the social aspects of communication of the diagnostic categories: autism spectrum disorder, intellectual disability disorder, psychiatric disorders, communication disorders, specific learning disorder; and less commonly found syndromes on an SLP's caseload
- (10) the etiology of social aspects of communication profile
- (11) the communication modalities of the profile of the diagnostic categories: autism spectrum disorder, intellectual disability disorder, psychiatric disorders, communication disorders, specific learning disorder; and less commonly found syndromes on an SLP's caseload
- (12) Receptive/Expressive Language: assessment procedures and intervention techniques for individuals with the following diagnoses: autism spectrum disorder, intellectual disability disorder, psychiatric disorders, communication disorders, specific learning disorder; and less commonly found syndromes on an SLP's caseload
- (13) Cognitive Aspects of Communication: assessment procedures and intervention techniques for individuals with the following diagnoses: autism spectrum disorder, intellectual disability disorder, psychiatric disorders, communication disorders, specific learning disorder; and less commonly found syndromes on an SLP's caseload
- (14) Social Aspects of Communication: assessment procedures and intervention techniques for individuals with the following diagnoses: autism spectrum disorder, intellectual disability disorder, psychiatric disorders, communication disorders, specific learning disorder; and less commonly found syndromes on an SLP's caseload

At the conclusion of this course, students will **demonstrate the skills** required to perform the following tasks.

- (1) **differentially diagnose** the above diagnostic categories that are within the SLPs scope of practice to diagnose in regard to Receptive/Expressive Language. Students will **demonstrate the ability to** refer clients to the appropriate professional to rule in or out the diagnoses that are not within the SLPs scope of practice to diagnose.
- (2) **differentially diagnose** the above diagnostic categories that are within the SLPs scope of practice to diagnose in regard to Cognitive Aspects of Communication. Students will **demonstrate the ability to** refer clients to the appropriate professional to rule in or out the diagnoses that are not within the SLPs scope of practice to diagnose.
- (3) **differentially diagnose** the above diagnostic categories that are within the SLPs scope of practice to diagnose in regard to Social Aspects of Communication. Students will **demonstrate the ability to** refer clients to the appropriate professional to rule in or out the diagnoses that are not within the SLPs scope of practice to diagnose.

Throughout the course, students will demonstrate their **skill and knowledge** by the following means:

- (1) take quizzes and exams on lectures and readings
- (2) post an answer to a question on differential diagnosis
- (3) post article summaries on four of the diagnostic populations
- (4) post on a non-language problematic aspect of Specific Learning Disorder (= learning disability/language learning disability)
- (5) post a video/paper on a relevant therapy technique
- (6) post personal stories and reflective comments relevant to a syndrome

662 DEVELOPMENTAL LANGUAGE DISORDERS
Linking Document

CTCPD					
Standard + page number					
	3a	p.3		3a	p.3
	3b	p.7		3b	p.7
	3c	p.4		3c	p.5
	4b	p. 3		4b	p.3
	5a	p.3		5a	p.3
	5b	p.3		5b	p.3
	5c	p.4		5c	p.5
	6c	p.4		6c	p.6

Legend: Introduced, Practiced, Assessed					
CTCSLP					
Standard + page number					
	2a	p. 4		2a	p. 5
	2c	p.3		2c	p.3
	2d	p.4		2d	p.5
	3a	p.3		3a	p.3
	3b	p.3		3b	p.3
	4b	p. 4		4b	p. 5
	4c	p.3		4c	p.3
	4d	p.3		4d	p.3
	5d	p.3		5d	p.3