Framingham State University

Course Number and Title: PRDV.74128 Pragmatic Language/Social Communication Disorder
Credit: 1
Course Dates and Delivery: Spring I January 24-February18th Online Canvas
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Course Description and Objectives

Designed to provide educators with the overall knowledge of a pragmatic language disorder, how Speech and Language Pathologists target pragmatic language skills in therapy, and how educators can help to support students with a pragmatic language disorder in the classroom. This course is designed to be a general overview, in which educators will learn about Autism Spectrum Disorder and the social communication skills that may be impacted by the disorder. Information about pragmatic language will be presented through audio lectures, student example videos, self-guided presentations, research articles, and discussion posts. Educators will read and reflect on research articles, learn classroom based strategies, and share lesson planning. Virtual lessons, materials, resources, and examples are integrated throughout the course to reflect remote learning situations and provide technology examples. This course is applicable to teachers in the preschool, elementary, middle, and high school settings in any position (e.g. classroom teacher, Special Education assistant, nurse) who may come into contact with a student who has an Autism diagnosis and/or pragmatic language/social communication disorder.

Upon completion of this course, the student will be able to:

1. Identify, define, and describe vocabulary associated with Autism Spectrum Disorder and pragmatic language.
2. Explain the different skills that make up pragmatic language/social communication.
3. Explain various assessment tools SLPs use to evaluate pragmatic language skills/diagnose pragmatic language disorder.
4. Explain the Individual Education Plan (IEP) goals/objectives and Speech and Language therapy related to pragmatic language disorder.
5. Recognize the implications of a pragmatic language disorder on student learning in the classroom.
6. Develop and share a list of strategies and accommodations for the classroom.
7. Incorporate learned strategies to design a lesson plan connecting to the corresponding MA state frameworks: Standards for English Language Arts and Literacy.
8. Apply tiered interventions and supports for students.

MA State Frameworks:
A pragmatic language disorder and the skills associated with the disorder (ie- inference, perspective taking, conversational, working in a group) may affect the student's ability to successfully demonstrate what they have learned, which can affect aspects of curriculum standards across all grade levels in all subject domains.
A student with pragmatic language disorder may have difficulty with a variety of skills targeted throughout reading, writing, speaking, and listening standards. Therefore, all standards for English Language Arts and Literacy are addressed.
    For example,
- Grade 1 Speaking and Listening Standard 4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. *A student with a pragmatic language disorder may experience difficulty identifying and expressing feelings/emotions.*

- Grade 9-10 Reading Literature Standard 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). *A student with pragmatic language disorder may experience difficulty with figurative language concepts and identifying/explaining tone.*
- Grade 4 Writing Standard 5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. *A student with pragmatic language disorder may experience difficulty working collaboratively with peers and difficult with flexibility to revise their work.*

Course Expectations:

The course is a collaborative four week online learning experience for teachers. You will explore various articles with the goal of a higher understanding of pragmatic language disorder definitions and skills, how difficulties with these skills may impact your students in the classroom, and how you can support those students through accommodations and lesson planning. The tone of the course will be collegial and collaborative; as you will share your reflections on readings and respond to one another through the blackboard site. Course material is arranged in modules and should be viewed in the order listed. There is no textbook to buy and no face to face meetings scheduled. Students should expect to spend time each week reading articles, participating in discussion threads, exploring suggested websites online, and posting assignments to the class collaboration space. As a final assignment, you will submit a lesson plan that incorporates support for pragmatic language skills and view/comment on at least two other colleagues' lesson plans. According to the FSU Continuing Professional Education Department, "1 Graduate Credit=15 contact hours plus 2 hours of out of class work for every hour in class = 30 hours of out of class work." Therefore, students in a 1 credit graduate course should expect about 45 hours of work in total. Participation in all assignments and course discussions is required. If you anticipate being away during any part of this course, make plans to have access to a computer connected to the internet. Late work will be accepted up to two days at a reduction of 20% credit per day late. If there are extenuating circumstances, those will be discussed on a case-by-case basis.

Required Readings:

Donaldson, Amy (2016). Fostering Friendships: An expert explains how SLPs can encourage social interaction among preschool-age peers. The ASHA Leader. May 2016.

Ford, Janet & Milosky, Linda. (2008). Inference Generation During Discourse and its Relation to Social Competence: An Online Investigation of Abilities of Children With and Without Language Impairment. Journal of Speech, Language, and Hearing Research. April 2008.   pgs. 367-380.

Foster, Sharon, Wiczer, Ellen, & Eberhardt, Nancy. (2019). What's So Hard About Soft Skills? The ASHA Leader. December 2019. pgs. 52-60.

Fujiki, M., Spackman, M., Brinton, B., & Hall, A. (2004). The Relationship of Language and Emotion Regulation Skills to Reticence in Children with Specific Language Impairment. Journal of Speech, Language, Hearing Research. June 2004. Pgs. 637-646.

Murza, Kim (2016). The Right Kind of Guesswork. If your student has trouble making inferences, knowing why the student struggles is the first step in deciding on a treatment strategy. The ASHA Leader. May 2016. Pgs. 32-33

Preston, Katherine (2015). It's Elementary: Social Skills Boost Academics. The ASHA Leader. September 2015. pgs. 48-54.

Stockall, Nancy. (2011). Cooperative Groups: Engaging Elementary Students with Pragmatic Language Impairments. Teaching Exceptional Children. November/December 2011. pgs. 18-25.

Sweeney, Sean. (2015). App-tivate Your Social Skills Groups. The ASHA Leader. April 2015. pgs. 40-41.

Winner Garcia, Michelle & Crooke, Pamela. (2011). Social Communication Strategies for Adolescents with Autism. The ASHA Leader. January 2011. pgs. 8-11.

Course Outline and Timeline

Week 1:	Pragmatic Language Disorders-An Introduction
Video/Audio Lecture	-Pragmatic Language Introduction- Definitions (content, form, use) -Social Communication Disorder vs. Social Skills -Autism Spectrum Disorder information- non-verbal to high functioning -Hallmark Definitions: joint attention, theory of mind, sensory issues, executive functioning
Self-Guided Presentation	● Student Example Videos ● Case Studies (implications/effects in classroom; specific strategies including technology examples)
Required Readings	▪ Preston, Katherine. "It's Elementary: Social Skills Boost Academics."

Week 2:	Pragmatic Language Skills: Conversational, Non-verbal language behaviors, emotion/feelings
Video/Audio Lecture	-Definitions of conversational, various non-verbal language behaviors and emotion/feelings skills -Diagnosis/Assessment Tool Examples -Goal Examples -Therapy/Treatment Examples
Self-Guided Presentations	● Student Example Videos ● Case studies (implications/effects in classroom; specific strategies including technology examples) ● Whole Body Listening Presentation

Required Readings	▪ Fujiki, M., Spackman, M., Brinton, B., & Hall, A. "The Relationship of Language and Emotion Regulation Skills to Reticence in Children with Specific Language Impairment." ▪ Sweeney, Sean. "App-tivate Your Social Skills Groups."

Week 3:	**Pragmatic Language Skills:** **Inference/Perspective-taking/figurative language/opinion,** **flexible thinking**
Video/Audio Lecture	-Definitions of inference, perspective-taking, figurative language, opinion, flexible thinking skills -Diagnosis/Assessment Tool Examples -Goal Examples -Therapy/Treatment Examples
Self-Guided Presentation	● Student Video Examples ● Case studies (implications/effects in classroom; specific strategies including technology examples)
Required Readings	▪ Ford, Janet & Milosky, Linda. "Inference Generation During Discourse and it's Relation to Social Competence: An Online Investigation of Abilities of Children With and Without Language Impairment." ▪ Murza, Kim. "The Right Kind of Guesswork."

Week 4:	**Pragmatic Language Skills: Problem solving, working in a** **group, peer/adult negotiation, compromise**
Video/Audio Lecture	-Definitions of social problem-solving, group work, negotiation, and compromise -Diagnosis/Assessment Tool Examples -Goal Examples -Therapy/Treatment Examples
Self-Guided Presentation	● Student Video Examples ● Case studies (implications/effects in classroom; specific strategies including technology examples)

Required Readings	- Donaldson, Amy. "Fostering Friendships: An expert explains how SLPs can encourage social interaction among preschool-age peers." - Stockall, Nancy. "Cooperative Groups: Engaging Elementary Students with Pragmatic Language Impairments." - Winner Garcia, Michelle & Crooke, Pamela. "Social Communication Strategies for Adolescents with Autism." - Foster, Sharon, Wiczer, Ellen, & Eberhardt, Nancy. "What's So Hard About Soft Skills?"

Assessment	Description	Points	Due Date
Week 1:			
Read and Reflect	As we explore the introduction to pragmatic language in week 1, read the article *It's Elementary: Social Skills Boost Academics*, which outlines how curriculum standards rely heavily on a student's ability to demonstrate appropriate social skills as well. Reflect on the underlying pragmatic language skills required to demonstrate the various standards for your current teaching. Answer the following reflection question in a minimum of 2 paragraphs: Identify 2-3 pragmatic language skill areas mentioned in the article that your students need to demonstrate in your classroom. Connect the skills to at least 2 standards you teach in your current position.	10	1/30/22
Discussion Posts	Respond to 'Introduce Yourself": share educational experience, current role, expected goals for taking this course	5	1/30/22
Week 2:			
Read and Reflect	Read *The Relationship of Language and Emotion Regulation Skills to Reticence in Children With Specific Language Impairment.* Respond to reflection question in a minimum of 2 paragraphs: This article is about a study exploring the relationships between *Specific Language Impairment* (defined by difficulty with language that is not caused by known neurological, sensory, intellectual, or emotional deficit; commonly referred to as a Communication disability in the IEP) and emotional difficulties. How can you help support and promote the general social language skills of the students	10	2/6/22

	you work with who have a Communication or SLI disability knowing the connection made with accompanying emotional difficulties? Using the information presented within the lecture, case studies, and article, please provide at least 3 specific examples/strategies that you can use to help students with Communication disabilities with their overall social language communication during your work with them. You may want to use an example of a specific lesson or student you have had in your professional experience.		
Discussion Posts	Read the article *App-tivate Your Social Skills Groups* and pick some of the apps and/or websites and/or explore the website: socialthinking.com After your exploration of these technological social tools, in a minimum of 2 paragraphs, identify at least 2 apps/websites from the article and/or at least 2 strategies from the website that you could use with your students. Briefly summarize how you would use them in your current work. Read and comment on at least 2 colleagues' posts.	10	2/6/22
Week 3:			
Read and Reflect	Read *Inference Generation During Discourse and its Relation to Social Competence* article, which compares typically developing children's inference skills (particularly emotional inferences) to children with a language impairment and the article *The Right Kind of Guesswork*, which explores reading inference skills. Answer the following reflection question in a minimum of 2 paragraphs. Briefly summarize 2 things you already knew about inference skills from the articles and 2 things that you learned from the articles. Connect what you learned to your current teaching.	10	2/13/22
Discussion Posts	Create and share (upload a picture of the visual) a visual that targets one of the Pragmatic Language Skills addressed so far in this course: conversational, non-verbal language behaviors, emotion/feelings, social inference (smart guess), perspective-taking, figurative language, opinion, or flexible thinking. In a minimum of 2 paragraphs, provide a brief summary of how you would use the visual with your students (e.g. small group, whole class, to generalize skills, to introduce a topic, etc.).	10	2/13/22

	View, read, and comment on at least 2 of your colleagues' visuals.		
Week 4:			
Read and Reflect	Choose one of the following articles depending on the level of education you teach and answer the associated reflection question: ● Preschool level: Read *Fostering Friendship.* How can you incorporate some of the skill areas and strategies mentioned with your students? ● Elementary level: Read *Cooperative Groups: Engaging Elementary Students with Pragmatic Language Impairments.* Identify 2-3 skill areas and strategies listed in the article and connect them with your experiences with student engagement. ● Middle School level: Read *Social Communication Strategies for Adolescents With Autism.* Connect the 4 steps of communication to your current teaching practice. ● High School level: Read *What's So Hard About Soft Skills.* How can you target some of the 'soft skills' needed for the workplace with your current students?	10	2/18/22
Discussion Posts	This week covered students working cooperatively in groups, view the lesson plan example-located below this discussion post called <u>Frontier Survivor Group Project</u> (middle school level) and answer the following in a minimum of 2 paragraphs. Using the information learned from listening to this week's lecture and the case studies presentation: -Come up with at least 2 strategies to help students with a social communication disorder successfully work in a group to complete this project -Identify at least 1 pragmatic language skill (e.g. executive function, perspective taking, understanding idioms) contained in this lesson and come up with a strategy to address this skill and help students with pragmatic language difficulty -Read and comment on at least 2 colleagues' posts	10	2/18/22
Final Project/Assignment	Create a lesson plan or take an existing lesson plan and **identify the anticipated difficulties** that a student with a pragmatic language disorder may encounter and **add in specific strategies, accommodations, visuals,** and other supports to address these difficulties. Use the information you have learned through the lectures, case study presentations,	25	2/18/22

	videos, articles, and each other's discussion posts to **identify specific pragmatic language skill areas that may be difficult** and **add in specific support for a student** with social communication difficulties. There should be a minimum description of **at least 6** different targeted examples of support. Please make the added strategies and the specific skill they target stand out by putting them in bold or explaining within the lesson (e.g. "this strategy was added to target difficulty with perspective-taking"). Include the curriculum standards for your lesson. A minimum of 1 page is expected. Please attach/include any visuals or organizers that you mention in your lesson. Read and comment on at least 2 of your colleagues' lesson plans.		
	Total:	100	

FRAMINGHAM STATE UNIVERSITY GRADING SCALE		
RECORDED GRADE	*EQUIVALENT QUALITY POINTS*	*TOTAL POINT VALUE*
A	4.0	100-95
A-	3.7	94-90
B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80
C+	2.3	79-77
C	2.0	76-73
F	0.0	Below 73

Grading Rubric:

	Developing	Beginning	Proficient	Exemplary
Read and Reflections	Does not connect information from articles in their response	Vague connection of information from the articles in their response	A clear connection of information that demonstrates their understanding of the	A clear connection of information that demonstrates their understanding of the

			articles	articles and connects to their classroom practice.
Discussion Posts	Does not answer posted questions and/or does not reply to colleagues	Answers posted questions partially and/or replies to 1 out 2 colleagues	Answers posted questions and replies to 2 colleagues	Answers posted questions, relates question to their own teaching practice and replies to more than 2 colleagues
Final Project	Lesson plan does not include strategies for students with pragmatic language disorder and/or does not reply to colleagues	Lesson plan may include strategies, but not the specific pragmatic language skill it targets and/or replies to 1 colleague	Clear lesson plan outlining strategies that were added to support students with pragmatic language disorder, lesson plan clearly states listening and speaking standards, and replies to 2 colleagues	Clear lesson plan outlining added strategies to support students with pragmatic language disorder, strategies are connected to previously learned material, supported visuals/materials and replies to more than 2 colleagues

ACADEMIC ACCOMMODATIONS POLICY

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the FSU website or contact Dr. LaDonna Bridges, Associate Dean of Academic Success and Director of the Center for Academic Success and Achievement (CASA) at 508-626-4906 or lbridges@framingham.edu

ACADEMIC HONESTY POLICY

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work.

Framingham State University Whittemore Library:

Whittemore library provides access to numerous online databases for all FSU students and faculty. These databases are used to search for journal or newspaper articles. Many of these articles are available in full-text. All databases accessed from off-campus require you to login before being able to search. Follow these simple directions: Go to: http://www.framingham.edu/wlibrary