GOVERNORS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
Division of Communication Disorders

COURSE SYLLABUS

COURSE NUMBER: CDIS 818
COURSE TITLE: Behavior Principles in Communication Disorders
COORDINATOR: Carolyn Leshyn, M.H.S./CCC
CREDIT HOURS: 3 Units
TRIMESTER: Fall, 1991
FOR: Graduate
PREREQUISITE: CDIS 350, 430

CATALOG DESCRIPTION/RATIONALE:
The course reviews the historical and philosophical framework of experimental analysis of behavior. It presents the techniques employed in application of behavior principles to the remediation of communication disorders. The student is provided the opportunity to develop and analyze therapy programs. The state and federal laws that govern speech-language therapy in public school settings are reviewed. This course is designed for advanced students in Speech Pathology with prior training in behavior psychology concepts.

COMPETENCIES: Upon completion of the course the student is able to:

1) Define basic terminology in behavior principles.
2) Describe basic behavioral concepts and philosophy orally and in writing.
3) Describe behavioral applications to the diagnosis and treatment of communication disorders.
4) Identify persons who have applied behavioral principles to communication disorders and their major contributions.
5) Apply behavioral principles to the practice of speech pathology by writing behavioral objectives, constructing a therapy program, and implementing the program with a client with a communication disorder.
6) Describe P.L. 94-142 and P.L. 99-457 and the rules, resulting from these laws, which govern the practice of speech-language therapy in public schools.
7) Modify the verbal behavior of at least one person using behavioral procedures.
1. The course format will be lecture/discussion.

2. A major learning activity will be an individual field project in which the student will modify the speech-language behavior of one subject using behavioral procedures during no less than 10 hours of interaction with the individual. Prepare a written report which will include a review of relevant literature, a description of procedures used, and a discussion of results accompanied by data charts.

For the project, it will be necessary for each student to obtain one subject (not your own children). You will analyze the verbal behavior of this subject and modify that behavior. Turn in a written general description of what you plan to do at the 3rd class meeting. Your paper should include a review of at least seven journal articles related to your project. At the sixth meeting, submit a list of the articles you plan to include and an outline of the program you plan to implement with your subjects.

The instructor will be available during specified office hours to advise you on your project. If you require other times, schedule an appointment with the instructor.

Your completed written report should include a thorough review of relevant studies. "Thorough" means that you have critically analyzed the method and the results of each study and summarized it so as to support your own choice of procedures. Your report will also include: baseline data in chart form as well as in written language, a detailed description of your program, a description of the progress of your client in written language and chart format, and finally, summary of the results with a brief critique.

You will need to see your clients in order to achieve progress. Get started on your project immediately; the due date is December 5.

3. Students will present their own therapy programs and lead classroom discussion evaluating these programs. Each student will be required to give a fifteen minute presentation in class. The presentation will consist of two parts. Part I will be a brief review of a journal article, a research study, or a commercial instructional program relevant to the therapy program she is implementing in her project. In the case of journal articles, the student will summarize important points, identify areas of controversy, and discuss the relevance of the article to the course. For research studies, the student will describe the purpose of the study, the procedures used, the results achieved, and the relevance of the study to her therapy program.
CDIS 818                      Syllabus, Page 3

Part II will be the presentation of the student's therapy program. A copy of the program should be provided for each member of the class. Other handouts, if appropriate, are encouraged. A typewritten summary of the presentation should be given to the instructor on the day of the presentation. Evaluation will be based on the following elements:

(1) Discussion, description and implementation of Program..........................45%
(2) Discussion of Article and relevancy to client and program......................25%
(3) Use of visual/audio aids and handouts..........10%
(4) Efficiency of presentation and adherence to time limits.........................10%
(5) Clear, interesting presentation style........10%

REQUIRED TEXTS:


Additional reading will be assigned and supplementary audio-visual material will be presented in class.

RESERVE MATERIALS: (In GSU Library or in CDIS office)


EVALUATION:

Evaluation of the student's performance will be based on grades on two examinations, one classroom presentation, and a written project. Weighting of these will be as follows:

Examination I ......................25%
Examination II .....................25%
Class Presentation .................15%
Written Project ...................35%

Grades on all of the above will be given in the form of a numerical percentage. Corresponding letter grades will be as follows:
90 - 100% = A
80 - 89% = B
70 - 79% = C
Below 70% = F

Examinations will cover all reading assignments, audiovisual material and classroom presentations in sessions preceding the examination dates. There will be no makeup exams. The final course grade is an average of the exams, projects, and presentation, weighted according to that specified in the syllabus.

First examination ....................... Oct. 3
Second examination ..................... Nov. 7
Classroom Presentation (see sign-up sheet) Oct. 24 & 31
Written project ......................... Dec. 5

All assignments must be submitted by the due date. Any late assignments will be lowered by one letter grade for each day that it is late. Regardless of test scores, students must demonstrate an understanding of applications of the basic behavioral concepts to Communication Disorders (positive and negative reinforcement, and punishment) in order to pass the course.

COURSE OUTLINE

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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| Sept. 5 | Review of Syllabus
Guidelines for Project
Emergence of Behavior Principles | Hegde, Chap. 1,3   |
| Sept. 12| Principles and Procedures
Selection of Target Behaviors
Project Q & A                      | Mowrer, Chap. 5    |
| Sept. 19| Treatment Programs: Sequence,
Modification, Execution
Project description Due
Project Q & A                        | Hegde, Chap. 5, 9  |
| Sept. 26| Increasing/Decreasing Behaviors
Project Q & A                      | Articles 1, 3, 4, 6|
| Oct. 3  | First Examination
Creating New Behaviors
(Stimulus Control),
Generalization                     | Hegde, Chap. 6, 7  |
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<th>Topic</th>
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<tr>
<td>Oct. 10</td>
<td>Listing of Articles &amp; Program Outline Due</td>
<td>Hegde, Chap. 2</td>
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<td>Project Q &amp; A</td>
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<td>Documenting Effective Treatment</td>
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<td>Public Law 93-112</td>
<td>Mowrer, Chap. 4</td>
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<td>Project Q &amp; A</td>
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<td>Creating New behaviors (cont'd.)</td>
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<td>Oct. 17</td>
<td>Public Laws</td>
<td>Article 7</td>
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<td>94-142, 99-457</td>
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<td>Oct. 24</td>
<td>Class Presentations</td>
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<td>Nov. 7</td>
<td>Second Examination</td>
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<td>Nov. 14</td>
<td>Field Work for Project</td>
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<td>Nov. 28</td>
<td>Thanksgiving</td>
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<td>Dec. 5</td>
<td>Written Project Due</td>
<td>Evaluation Session</td>
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<td>Dec. 12</td>
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READING LIST


