SLP 510 Child Language Disorders Birth to Five: 3 credits

Place of Course in Program: This course will give students the theoretical and clinical information need to provide services to children with communication disorders, and their families, during the first five years of life. It prepares students to practice in birth-three settings, as well as in preschool programs aimed at enabling children to participate successfully in academic and social environments.

Course Description: This course examines communication assessment and intervention from a descriptive/developmental perspective for children in birth-to-three and preschool periods. The use of communication sampling as an intervention technique and the role of Augmentative and Alternative Communication with this age group will be stressed. Connections between language and preliteracy development will be addressed. Best practices, in which service delivery addresses the sociocultural nature of language, includes team collaborations with families, teachers and other professionals, and uses natural environments will be presented. Understanding of recent changes in legislation and their implications for practice will be highlighted.

Course Objectives and Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Outcomes Upon completion of this course, students will be able to:</th>
<th>Meets ASHA CFCC Standard</th>
<th>Reading Assignment</th>
<th>Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Demonstrate understanding of the normal sequence of language development</td>
<td>IVB Knowledge: Basic Communication Processes</td>
<td>Readings, oral presentations of normal developmental information</td>
<td>Instructor Grade on oral presentations</td>
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<tr>
<td>9/5</td>
<td>Discuss the application of a developmental model to the evaluation of communication in children under five; Demonstrate accurate test scoring and interpretation.</td>
<td>IVB Knowledge: Basic Communication Processes IVC Knowledge: child language disorders (CLD) IVD Knowledge: Assessment; CLD VB Skills: Evaluation; CLD</td>
<td>P&amp;N, Ch. 1 Lectures, class discussion; Student oral presentations*</td>
<td>Instructor Grade on PBL product evaluations; final exam</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Knowledge Areas</td>
<td>Skills Areas</td>
<td>Readings/Activities</td>
<td>Instructor/Exams</td>
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<tr>
<td>9/12</td>
<td>Demonstrate ability to select and administer formal and informal assessment procedures</td>
<td>IVD Knowledge: Assessment; CLD</td>
<td>VB Skills: Evaluation; CLD</td>
<td>P&amp;N, Ch. 2; Readings, lectures, class discussions, assessment skill activities; review of standardized tests</td>
<td>Instructor Grade on PBL1 product evaluation; Instructor Grade on Language Sample Project; final exam</td>
</tr>
<tr>
<td>9/19</td>
<td>Use and interpret a variety of tools currently employed in diagnosis and assessment, including standardized tests, informal procedures and language sampling; Demonstrate the ability to use language sampling for assessment and intervention planning.</td>
<td>IVD Knowledge: Basic Communication Processes; CLD Knowledge: Ethics; IVE Knowledge: Ethics; IVG Knowledge: Prof. Issues</td>
<td>VB Skills: Intervention CLD</td>
<td>P&amp;N, Ch. 8; Readings, lectures, class discussions; <strong>Problem-based learning activity 1A</strong></td>
<td>Instructor Grade on PBL product evaluations; final exam</td>
</tr>
<tr>
<td>9/26</td>
<td>Address the special developmental and regulatory considerations important to practicing speech-language pathology with preschool children; State appropriate language goals and objectives preschool children, with reference to CT Preschool Curriculum Framework;</td>
<td>IVE Knowledge: Prevention, Intervention CLD; IVC Knowledge: Prevention, Intervention CLD</td>
<td>Clinical Methods, Ch. 5 Language Sampling (p. 117-142)</td>
<td>Readings, lectures, class discussions; language sampling activities</td>
<td>Instructor Grade on PBL product evaluations; final exam</td>
</tr>
<tr>
<td>10/3</td>
<td>Design appropriate recommendations for language intervention for preschool children based on assessment data, including language sampling; Discuss connections between language and preliteracy development as they related to SLP practice</td>
<td>IVD Knowledge: Prevention, Intervention CLD</td>
<td>P&amp;N, Ch. 9; Readings, lectures, class discussions; <strong>Problem-based learning activity 1T</strong></td>
<td>Instructor Grade on PBL product evaluations; final exam</td>
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<tr>
<td>10/10</td>
<td>Demonstrate knowledge of the CT guidelines for</td>
<td>IVD Knowledge: Prevention, Treatment; CLD</td>
<td>Preschool Curriculum Framework</td>
<td>Readings, lectures, class discussions.</td>
<td>Language sample assignment; final examination.</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Knowledge Areas</td>
<td>Skills</td>
<td>Due Date</td>
<td>Assignments/Activities</td>
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|       | Preacademic curriculum and the ways in which SLPs can use curriculum-based practice for facilitating language and preliteracy in preschool settings; Develop activities that integrate language and preliteracy development | IVF Knowledge: Evidence-based practice (EBP)  
IVG Knowledge: Professional issues  
IVH Knowledge: Professional credentials  
VA Skills: Oral/Written  
VB Skills: Intervention; CLD | language sample analysis practice  
PBL 1 assignment due.* |          |                                                                                        |
| 10/17 | Demonstrate knowledge of family-centered assessment and intervention practices. Address the special developmental and regulatory considerations important to practicing speech-language pathology with children in the birth-three age range | IVC Knowledge: Prevention, Intervention CLD  
IVD Knowledge: Treatment; CLD  
VA Skills: Oral/Written  
VB Skills: Evaluation, Intervention CLD | P&N Ch. 7 p. 234-257; Birth to three Screening and Assessment Guide: http://www.unf.edu/uploadedFiles/aa/fie/resource.pdf | Readings, lectures, class discussions; Problem-based learning activity 2A  
Language sampling assignment due* | Instructor Grade on PBL product evaluations; final examination |
| 10/24 | Demonstrate knowledge of play- and routines-based intervention procedures for children at the emerging language level | IV C Knowledge: CLD  
IVD Knowledge: Treatment; CLD  
VA Skills: Oral/Written  
VB Skills: Intervention; CLD | P&N Ch. 7, p. 257-268; Ch. 13 & 14 in Late Talkers | Readings, lectures, class discussions; Problem-based learning activity 2T | Instructor Grade on PBL product evaluations; final examination |
| 10/31 | Discuss the role of AAC approaches to communication intervention with young children. | IV C Knowledge SLC  
IVD Knowledge: Prevention, Treatment; CLD  
IVH Knowledge: Professional credentials  
VA Skills: Oral/Written  
VB Skills: CLD | P&N Ch. 7, p. 269-285; Ch. 5 & 6 in Treatment of Language Disorders in Children | Readings, lectures, class discussions, guest speakers  
PBL 2 assignment due.* | Instructor Grade on PBL product evaluations; final examination |
| 11/7  | Demonstrate the ability to read research articles critically and apply research to clinical practice | IVF Knowledge: Evidence-based practice  
VA Skills: Oral/written | Research paper critique | Reading assignments, oral presentation; written assignments | Instructor grade on research paper critique. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Knowledge/Skills</th>
<th>Readings/Lectures/Activities</th>
<th>Instructor Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/14</td>
<td>Demonstrate knowledge of issues in working with NICU and other young infants and their families</td>
<td>IVD Knowledge: Prevention, Treatment; CLD IVF Knowledge: Evidence-based practice (EBP) VA Skills: Oral/Written VB Skills: Treatment; CLD</td>
<td>P&amp;N, Ch. 6</td>
<td>Readings, lectures class discussions, <strong>Problem-based learning activity 3A.</strong></td>
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<td>Instructor grade on PBL product evaluations</td>
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<tr>
<td>11/21</td>
<td>Demonstrate the ability to evaluate commercial intervention products.</td>
<td>IVD Knowledge: Prevention, Treatment; CLD IVF Knowledge: Evidence-based practice (EBP) VA Skills: Oral/Written VB Skills: Treatment; CLD</td>
<td><a href="http://www.asha.org/slp/evaluate/#additional">http://www.asha.org/slp/evaluate/#additional</a> mobile apps <a href="http://www.asha.org/SLP/schools/Applications-for-speech-language-pathology-practice/">http://www.asha.org/SLP/schools/Applications-for-speech-language-pathology-practice/</a></td>
<td>Problem-based learning activity 3B Cooperative learning group activities; <strong>PBL 3 assignment due: 11/25</strong></td>
</tr>
<tr>
<td>ASHA</td>
<td></td>
<td></td>
<td></td>
<td>Instructor grade on apps project</td>
</tr>
<tr>
<td>12/5</td>
<td>Demonstrate strategies for assessing and managing communication disorders in individuals from culturally diverse backgrounds</td>
<td>IVC Knowledge CLD, Diverse Backgrounds IVD Knowledge: Prevention, Treatment; CLD VB Skills: Treatment; CLD</td>
<td>P&amp;N Ch. 5</td>
<td>Readings, lectures class discussions and cooperative learning group activities <strong>Apps project, Class participation rubric due</strong></td>
</tr>
<tr>
<td>Tu. Dec. 9</td>
<td>Final Exam: 8:30-10:30</td>
<td></td>
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<td>Reflective paper due</td>
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</tbody>
</table>

* graded assignment

**Readings & Resources**


Connecticut Preschool Curriculum Framework:

Birth to three Screening and Assessment Guide
http://www.unf.edu/uploadedFiles/aa/fie/resource.pdf
## Course Requirements and Grading Criteria

<table>
<thead>
<tr>
<th>Assessments</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Cumulative Exam <em>(TU. Dec. 9 8:30-10:30 am)</em></td>
<td>25</td>
</tr>
<tr>
<td>Oral presentation (Due 9/5)</td>
<td>10</td>
</tr>
<tr>
<td>Language Sample Project (Due 10/17)</td>
<td>10</td>
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<tr>
<td>Problem-based learning Activity 1 (Due 10/10)</td>
<td>10</td>
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<tr>
<td>Problem-based learning Activity 2 (Due 10/31)</td>
<td>10</td>
</tr>
<tr>
<td>Problem-based learning Activity 3 (Due 11/25)</td>
<td>10</td>
</tr>
<tr>
<td>Research paper presentation (Due 11/7)</td>
<td>10</td>
</tr>
<tr>
<td>Apps for Preschool Project Due (12/5)</td>
<td>5</td>
</tr>
<tr>
<td>Class Participation Due (12/5)</td>
<td>5</td>
</tr>
<tr>
<td>Reflective Paper (Due 12/9)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### SHU Grade Criteria

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.67</td>
</tr>
<tr>
<td>D+*</td>
<td>67-69</td>
<td>1.33</td>
</tr>
<tr>
<td>D*</td>
<td>60-66</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0.00</td>
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*Note: the following grades are not available for Graduate Courses: C-, D+, D*
Formative Assessment: Descriptions

Oral Report: Normal child language acquisition. Workgroups will be assigned to present an overview of typical language development at several developmental stages from birth to age five. Students within the group will divide responsibility and prepare materials to summarize their assigned stage for the rest of the class (See Oral Report rubric). Students will present information on the important milestones of development for their assignment, provide video, audio, or written examples of behaviors at the assigned stage, give the sequence of acquisition of the major milestones within the stage, and use PowerPoint or other formats to deliver a clear, professional presentation.

Language Sample. Students will be given language samples to transcribe and analyze. Students will accurately transcribe and analyze the sample, and interpret whether it indicates an expressive language disorder. Students will then identify at least three goals for intervention that are indicated by the data from the language sample, and provide a sample activity to address one of the goals (See Language Sample Rubric).

PBL Reports. Each PBL team will prepare a report of their PBL group’s findings for each case. The report will include the following sections (See PBL Report Rubric):

- Description of Current Presentation and History: What were the relevant facts that contribute to understanding this case?
- Assessment Plan: What were your hypotheses about the case? What assessment methods did you choose to test your hypothesis, and why? What did the assessment reveal?
- Diagnosis and Interpretation: What diagnoses did you consider? How did you decide on the diagnosis you came to? What assessment instruments contributed to the diagnosis? This section should address the Guiding Questions for the case.
- Goals for Intervention: What communication objectives should be targeted as high priority in the intervention program? Why are these important for the child? What other professionals should be involved in his/her treatment? Why?
- Intervention Methods: What approaches to intervention are likely to be most effective for this child? Why? What methods would be least likely to work? Why? What evidence is there for the methods you advocate?
- Intervention context: What settings are most likely to be best for delivering intervention for this child? Who are the most likely agents of intervention? What is the evidence for effectiveness of these agents and settings? How would you decide when/if the child is ready to be dismissed from therapy?
- IDEA Document: Provide a sample of what an appropriate IFSP or IEP would look like for this child.

Research paper review. Students will choose a research paper that reports on an assessment or intervention to be used for children under 5. The paper must report on data collected; it must come from a peer-reviewed journal; it must have been published since 2000. Students will read the paper and give a “one minute summary” to the class, including

- the purpose of the study
- the population included
- the methods used
- results
- interpretation and relevance to clinical practice.
**Summative Assessment: Descriptions**

**Reflective Paper.** Students will write a reflective paper describing what they have learned about working with young children and their families this term. The focus should be on thinking about, beyond the mechanics of assessment and intervention, the challenges faced by families with children with disabilities and how the clinician can support the family in ways in addition to providing effective therapy services. Issues such as working with families from culturally different backgrounds, the impact of disability on extended family dynamics, the emotional difficulties families and clinicians may face when working with infants and young children, ways of adapting therapy techniques to work with very young and developmentally delayed children, and the relation of personal experiences to the course material may be included. Conclude with an ‘action plan’ to describe what you still need to learn in order to serve these children and families most effectively and how you plan to gain these skills and knowledge over the next several years. The Gibbs Reflective model (last page of syllabus) should be followed. Papers are to be 4-6 double spaced pages, in length. Reflective paper is due 12/9 at the final exam.

**Class Participation.** The student and instructor will each complete the Class Participation assessment rubric, based on the frequency and quality of the student’s contributions to class discussion. The student’s Class Participation Rubric will be collected on Dec. 5 and, when averaged with Instructor’s assessment, will account for 5% of the course grade.

**Apps review project.** Students will be placed in teams and assigned an area of language development. They will explore “apps” that are designed to address their area or could be used to address that area as part of a communication therapy program for children under 5. For each app identified, provide:

- Identifying information: name, manufacturer, and where it can be purchased, cost
- Communication goals it could be used to address
- Brief description of the activities in the app
- Critical review of the ease of use, your perception of its effectiveness/appropriateness for young children
- Summary of online reviews of other users; how reliable are they? Are they on an established site, or unknown blog?
- Your recommendation: would you purchase this app? Why or why not? If yes, for what purpose?

Each group should provide reviews of at least 20 apps.

**Cumulative Final Examination.** The final exam will be primarily objective and will cover all material from the entire semester. Given on Tu. 12/9, 8:30-10:30 am.
Course Policies

- **Academic Honesty**: A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty constitutes dismissal from the University. (University Student Handbook)

- **Attendance and Class Participation**: Students are expected to attend each class-attendance will be taken. Each student is expected to read assigned material prior to class and participate in class discussions. Students may be called on to answer questions and provide opinions during discussions. Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.

- **Submission of work taken directly from another source** (e.g. lesson plan copied from a book, the internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. Students are encouraged, however, to use a variety of resources in obtaining ideas and illustrations that will help them complete assignments independently. See the APA Guide for the correct method to cite other authors' work.

- **University policy** dictates that students must seek the instructor's permission to record class lectures.

- All **cell phones/pages must be turned off** during class time.

- Students are required to show **conduct consistent with professional standards** as discussed in class when conducting on-site observations.

- **Work** done outside of class must be reasonably **correct in mechanics** (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.

- **All typed assignments** completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font. All font sizes for typed assignments must be size 11-12. Any font size less than 11 or larger than 12 will be returned for retyping to required font size.

- **APA style** is required for written papers, including table, figure, and graph formats, references and citations, and appropriate professional language use.

- In ALL work, **use person-first language** to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with Down syndrome, NOT a Down syndrome child).

- **Student work will be returned** as promptly as possible.

- All assigned work is due at the beginning of class on the due date designated in the course syllabus. **Work submitted late** will receive an automatic 5-point reduction from the earned grade. Students are encouraged to submit all assignments on time.

- **Competency**: In this course, your knowledge will be assessed on the appropriate portions of the exams, or other assignments. Competency of 80% or better on
these assessments is necessary to meet certification standards of the Council for Clinical Certification in Audiology and Speech-Language Pathology. Students failing to attain the set criteria on a required competency assessment will be provided a remediation plan and an additional attempt to pass the competency. If students do not pass the competency a second time, one additional remediation will be provided. For students failing to attain the set criteria on a required competency assessment after the third attempt, the department and university are not able to recommend their application for ASHA certification and state licensure, even though they may receive an acceptable course/clinic grade or exceed the minimum GPA.

**ADA Policy**

Students with disabilities needing academic accommodation should register with and provide documentation to Jandersevits Learning Center; no accommodations can be provided without written instructions from the Learning Center.
Instructions for Applying Gibbs Reflective Model to Your Reflective Paper

**Step 1: Description**

First, describe the situation in detail. At this stage, you simply want to know what happened – you'll draw conclusions later.

Consider asking questions like these:

- When and where did this happen?
- Why were you there?
- Who else was there?
- What happened?
- What did you do?
- What did other people do?
What was the result of this situation?

Step 2: Feelings

Talk about what you thought and felt during the experience. Avoid evaluating emotions.

Use questions like these:

- What did you feel before this situation took place?
- What did you feel while this situation took place?
- What do you think other people felt during this situation?
- What did you feel after the situation?
- What do you think about the situation now?
- What do you think other people feel about the situation now?

Step 3: Evaluation

Look objectively at what approaches worked, and which ones didn't.

Ask:

- What was positive about this situation?
- What was negative?
- What went well?
- What didn't go so well?
- What did you and other people do to contribute to the situation (either positively or negatively)?

Step 4: Analysis

Reconsider the things that went badly and write why you think they went badly, what you think this led to, what could have been done to have avoided these negative consequences. Reconsider the things that went well and write why you think they went well, what you think this lead to, and how this positive action could have been further improved.

- What did you do that contributed to the outcome? Can you compare it to a previous experience? Did a previous experience help you? Think about your contribution to the experience and say how useful it was and why it was useful.
- If you were unable to make the experience go the way you wanted, why?
- Think about other people present during the experience and try to assess whether their reactions were similar or different to yours. Why were they the same or different?

Step 5: Conclusions

Draw conclusions about what happened. Think about the situation again, using the information that collected so far. Then ask questions like these:

- How could this have been a more positive experience for everyone involved?
- If you were faced with the same situation again, what would you do differently?
- What skills do you need to develop, so that you can handle this type of situation better?

Step 6: Action

Generate some possible actions to take to deal with similar situations more effectively in the future. Come up with a plan to make these changes.