



**CSD 636 Prevention, Assessment, and Intervention Birth to Five**  
**Department of Communication Sciences & Disorders**  
**University of North Carolina at Greensboro**  
**Fall Semester 2019**

<b>Course Instructor</b>	Lucía I. Méndez, Ph.D., CCC-SLP Ferguson 336 limendez@uncg.edu
<b>Class Location &amp; Time</b>	Ferguson Building 248; Fridays 9:00 a.m. -11:45 a.m.
<b>Office Hours</b>	Wednesdays 9:30 a.m.-1:30 p.m. or by appointment

### **Course Description**

This graduate-level course extends the study of typical language and communication development to encompass the identification of atypical development in infant, toddlers and preschoolers. Principles and approaches to the prevention, assessment and intervention of emerging and developing language and communication disorders within the context of home-based, day-care and preschool settings are discussed. The role of SLPs in the interdisciplinary assessment and treatment of young children is also highlighted.

### **Catalog Description**

Communication development and disorders (speech, language, and hearing) in infants, toddlers, and preschoolers

### **Required Text and other Resources:**

#### Required texts and materials:

1. Owens, Robert, Jr. (2017) *Early Language Intervention for Infants, Toddlers, and Preschoolers*. Pearson
2. Paul, R., Norbury, C., & Gosse, C. (2018). *Language Disorders from Infancy Through Adolescence, Fifth Edition*. St. Louis, MO: Elsevier.
3. Miller, J., Andriacchi, K., & Nockerts, A. (2018). *Assessing language production using SALT software: A clinician guide to language sample analysis (PDF version)*. SALT Software LLC.
4. SALT 18 Student software. [www.saltsoftware.com](http://www.saltsoftware.com)

#### Suggested:

- Ross, Kathleen, (2017). *Speech-Language Pathologists in Early Childhood Intervention Working with Infants, Toddlers, Families, and Other Care Providers*, Plural Publishing
- Justice, L. & Ezell, H. (2002). *The Syntax Handbook: Everything You Learned About Syntax but Forgot*. Eau Claire, WI: Thinking Publications

Following successful completion of this course, the student will be able to perform the following course objectives aligned with the ASHA CAA Standards:

Course Objective	ASHA CAA Standard	Activity to Assess Competency
In the area of Receptive and Expressive Language, demonstrate knowledge of etiology, characteristics, underlying anatomical, physiological, psychological, linguistic, cultural, and acoustic characteristics, and developmental nature of articulation.	3.1.2B Foundations of Speech-Language Pathology Practice: RECEPTIVE AND EXPRESSIVE LANGUAGE	1,3, 4, 6, 8
Use the principles and methods of identification and prevention of communication and swallowing disorders and differences.	3.1.3B Identification and Prevention	1,3, 4, 6, 8
Demonstrate knowledge and skills in assessment across the lifespan** for disorders and differences associated with Receptive and Expressive Language	3.1.4B Evaluation: RECEPTIVE AND EXPRESSIVE LANGUAGE	1,3, 4, 6, 8
Understand the various models of delivery as well as the health care and education landscape of speech-language pathology services to facilitate access to services.	3.1.1B Accountability	1,3, 4, 6, 8
Use valid scientific and clinical evidence, clinical judgement and reasoning, and self-reflection in decision-making regarding assessment and intervention.	3.1.1B Clinical Reasoning	1,3, 4, 6, 8
Access, evaluate, and integrate information sources and evidence to support clinician decisions regarding assessment and intervention/management to appropriate populations in provision of speech-language pathology services.	3.1.1B Evidence-Based Practice	1,3, 4, 6, 8
Understand the impact and interaction of the cultural and linguistic variables on the delivery of effective care to the individuals being served as well as of his or her own cultural and linguistic variables.	3.1.1B Cultural Competence	1,3, 4, 6, 8
Understand how to apply values and principles of inter-professional team dynamics to perform effectively in different inter-professional team roles in order to plan and deliver care centered on the individual served in a safe, timely, efficient, effective, and equitable manner.	3.1.1B Collaborative Practice	1,3, 4, 6, 8

\*Activity to assess competency: 1-Exams, 2-Papers, 3-Performance Evaluations, 4-Presentations, 5-Demonstrations/Canvas activities, 6-Case Studies, 7-Journal/Research Articles, 8-Classroom Discussion

\*\* Applies to Birth to Five population

**\*This syllabus is a working document and is subject to change. It will be updated on the Canvas site if changes are made to lecture topics.**

## Course Requirements and Evaluation of Student Performance

### 1. **Class Participation (20% of final grade)**

Purpose: To promote active engagement and application of topics addressed. Students are expected to participate in: class discussions, topic related activities including Discussion Board via Canvas.

- PD training modules
- DB entries TBA and due on selected Saturdays via Canvas by 11:59 a.m.
- Each contribution:
  - Must be relevant to the topic at hand.
  - Should provide a substantive, well-constructed comment/argument that shows the student's understanding of the course materials. To be "substantive", the post must reflect that students have given the topic considerable thought. The posts should be well organized and well written, with professional grammar and spelling.
  - Should be an independent contribution.

### 2. **Written Final Examination (20 % of final grade)**

Purpose: To help students integrate the topics covered during the semester and to provide an opportunity to apply their knowledge in a clinical context. This assessment will be comprehensive and cover all course materials (e.g., readings, lectures, handouts, discussions, in-class projects, and any other course materials).

### 3. **Individualized Family Services Plan (IFSP) (20 % of final grade)**

Purpose: Students will be given a case study for which they are required to write an IFSP. Additional information is provided in the Assignments folder in Canvas.

### 4. **Cooperative Show and Tell Group Project (20)% of final grade)**

Purpose: To investigate an *Established-Risk Category* from a suggested list and identify appropriate assessment and treatment approaches targeting a specific area of speech, language or communication for the topic selected.  
Specific instructions are available in Canvas.

### 5. **Language Sample Analysis and Intervention Activity Plan (20% of final grade)**

Purpose: To provide the students with a hands-on experience at analyzing a language sample of a pre-school child, deriving a diagnosis, and report findings.  
Specific instructions are available in Canvas.

### Grading of assignments:

Your course grade is based on completion of each of the following assignments. A total of **100** points can be achieved as follows:

Course assignment	% of final grade	Due date	% earned
Class Participation	20%	Throughout the semester	
Final Exam	20%	TBA	
IFSP	20%	10/4	
Group presentation	20%	10/25	
Language Sample Analysis and Intervention Plan	20%	11/8	
Total	100%		

### Grading Scale:

Scores on individual assignments will be added to determine a final grade for the course. **All assignments will be due on the dates assigned.**

A = 90-100%	C = 70-79	F = < 59 and lower
B = 80-89%	D = 60-69	

### Class Attendance and Participation Policy

Active participation and engagement are critical for optimal learning. Attendance is required and will be taken during each class meeting. Your attendance is essential to your success in this course and to the development of our classroom community.

- Effective learning takes place in a collaborative, mutually respectful context where instructors and students are active participants and collaborators. My role as an instructor is to provide topic content in a positive framework for your learning, to be a resource for you, and to provide insight and feedback. **Therefore, students who are engaged and take responsibility for their own learning will benefit most from this learning experience. If you do not understand some aspects of the course material, you need to actively seek help. Please ask questions.**
- The instructor assumes that, since you have chosen to be in this course, you will handle your presence in the class responsibly and courteously. Therefore, it is expected that students:
  - Follow the course calendar, complete readings prior to class and come prepared to fully participate in activities related to assigned topics.
  - Show evidence of critical, reflective thinking through participation in class discussions, and activities.
  - Attend class, arrive on time, and stay for the entire class period.
  - Are responsible for notifying the instructor if unable to attend class and for obtaining lecture notes, handouts, instructions, etc. that may have been missed. More than two absences for any reason will be considered excessive.
  - Turn their cell phone off and do not text during class. Please be an active listener

- Cooperative Learning Groups: Students will participate in a cooperative learning groups to complete class projects.

**Civility Policy:** UNCG is committed to providing each student with a rich, distinctive educational experience. To this end, students who do not follow reasonable standards of behavior in the classroom or other academic setting may be removed from the course by the instructor following appropriate notice. Students removed from a course under this policy will receive a grade of “W” if the behavior occurs before the deadline for dropping a course without academic penalty, and the instructor has the option of giving a “W” or a “WF” if the behavior occurs after the deadline.

<https://sa.uncg.edu/handbook/policies/disruptive-behavior-in-the-classroom/>

### **Policy on Assignments**

All assignments and assessments are due on the dates indicated in the syllabus.

**Late Work:** Penalties will be incurred for assignments that are turned in after the due date. Typically, the student’s grade for that assignment will be reduced by a letter grade for every day past the original due date. Missed tests/quizzes cannot be made up unless except for university excused absences. If a student is absent on a day on which an assignment is due, unless otherwise arranged with the instructor, the assignment must still be e-mailed on the due date.

Unless otherwise indicated:

- All typed assignments completed outside of class must be double-spaced, in font size 12, using Times, Times New Roman, or Arial with a minimum of one-inch margins.
- Students are expected to use a mature writing style free of spelling and grammatical errors. All written assignments and citations should follow APA style ([www.apa.org](http://www.apa.org)).

### **Laptop Policy**

Laptops are to be used for in-class relevant work. Laptops are not to be used for social media, instant messaging, emailing, online shopping or other non-related class activities during class time. **Please use your laptop appropriately in class.**

### **Academic Integrity Policy**

UNCG affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic honor and integrity. Direct copying of others’ materials without quotations and citations is a serious offense with penal consequences. Also, presenting others’ ideas as one’s own, without direct copying of wording is plagiarism and any form of cheating, plagiarism or falsification is subject to disciplinary action as mentioned in the University policy: <https://osrr.uncg.edu/academic-integrity/>

**Disability Accommodations:** Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services. For more information, please contact the Office of Accessibility Resources and Services at [oars@uncg.edu](mailto:oars@uncg.edu). Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances.

## Electronic Mail

Email and Canvas will be used during this course for class communication for the Campus and DE sections. Please check your UNCG email and Canvas.

**Emergency Weather:** In the event of a weather emergency, information can be accessed through <http://spartanalert.uncg.edu/adverse-weather/>

## Intellectual Property:

The instructor's lectures are protected by the state common law and federal copyright law; they are the instructor's own original expression and considered the instructors' intellectual property. Whereas students are authorized to take notes in class thereby creating a derivation work from the instructor's lecture, the authorization extends only to making one set of notes for his or her own personal use and no other use. Students are not authorized to record the lectures, videotape or take pictures in class, provide the notes to anyone else outside of class or make any commercial use with the materials without prior permission from the instructor.

## Caveat

This syllabus is a *working document* and changes may occur to further clarify your understanding of a topic. I reserve the right to revise this syllabus including the course schedule if the need arises. If revisions are made, you will be informed in class and via BB.

## Tentative Course Schedule:

**O-Owens Text, P – Paul et al. Text , M = Miller et al Book (SALT)**

DATE	TOPIC	READINGS	Activity Due
8/23	<ul style="list-style-type: none"> <li>Overview of Course &amp; Requirements</li> <li>Introductions</li> <li>Models of Language Disorders</li> </ul>	P_Chapter 1	
8/30	<ul style="list-style-type: none"> <li>Components of Early intervention:</li> <li>IFSP Process</li> </ul>	P_Chapter 6, pp: 215-226 O_Chapter 1, pp: 2-5, 8-19	<b>DB module 1 due</b>
9/6	<ul style="list-style-type: none"> <li>Approaches to Early Language Assessment</li> <li>Hanen Presentation <i>Guest Lecture</i></li> </ul>	P_Chapter 6, pp: 215-226 O_Chapter 1, pp: 2-5, 8-19 Hanen Handouts (Canvas)	
9/13	<ul style="list-style-type: none"> <li>Approaches to Early Language Assessment cont.</li> <li>Transdisciplinary EI Team Members</li> <li><i>The role of SLP in Early Intervention Guest Lecture</i></li> </ul>	O_Chapter 4, pp.97-111, O Chapter 5, pp.143-159 P_Chapter 2, pp. 31-35	<b>DB module 2</b>
9/20	<ul style="list-style-type: none"> <li>Approaches to Early Communication Language Assessment</li> <li>Integrating and Interpreting Assessment Data, Report Writing</li> </ul>	O_Chapter 5, pp. 153-159, O_Chapter 4, pp.112-123 P_Chapter 2, pp. 45-61	
9/27	<ul style="list-style-type: none"> <li>Review of Language Development</li> <li>Approaches to Early Communication Intervention</li> </ul>	O-Chapter 3 P_Chapter 3, pp 63-75 Suggested readings: Hoff 2006, Hoff 2003 in canvas)	
10/4	<ul style="list-style-type: none"> <li>Caregiver interaction-Attachment Attachment</li> <li>Assessment and Intervention for Emerging Language, Developing Play and Gesture, Developing First Lexicon and Word Combinations</li> </ul>	O_Chapter 5, pp.160-161, 176-177, 183-186 O_Chapter 6, pp 192-195	<b>IFSP assignment due</b>
10/11	<ul style="list-style-type: none"> <li>Developing First Lexicon and Word Combinations</li> <li>Introduction to Language Sampling</li> </ul>	O_Chapter 9 , pp 317-325 P_Chapter 8 pp. 289-306 Chapters 1-2 & Online Tutorials	

10/18	<ul style="list-style-type: none"> <li>• Transcribing and Analyzing Language Samples</li> <li>• Language Sample Analysis</li> </ul>	M- Chapters 1-2 & Online Tutorials O_Chapter 10	
<b>10/25</b>	<ul style="list-style-type: none"> <li>• Assessment of Developing Language using Standardized Instruments</li> <li>• Group Presentations</li> </ul>	Chapters 3, 4 and Online Tutorials Chapter 5 and Online Tutorials	<b>Group project due</b>
11/1	<ul style="list-style-type: none"> <li>• Group Presentations</li> <li>• Intervention for Developing Language</li> </ul>	P_Chapter 9 pp. 351-363 O_Chapter 9, pp 317-325	
<b>11/ 8</b>	<ul style="list-style-type: none"> <li>• Group presentations</li> <li>• Intervention for Developing Language</li> </ul>	P_Chapter 9 pp. 364-381	<b>Language Analysis due</b>
<b>11/15</b>	<ul style="list-style-type: none"> <li>• Class presentations</li> <li>• Wrap up</li> </ul>	Articles in BB	
<b>11/22</b>	<ul style="list-style-type: none"> <li>• Class presentations</li> </ul>		
<b>11/29</b>	<b>Thanksgiving Break</b>		
<b>12/6</b>	<b>FINAL EXAM 8-11 a.m.</b>		