

COMD 630 - Early Child Lang Intervention

Fall 2016

Section 001: 125 TLRB on T Th from 1:30 pm - 2:50 pm

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Description

This course focuses on early intervention for young children with communication problems. We will concentrate on the pre-linguistic, emerging language, and the developing language user. We will also talk about long term outcomes for these children. A family-based approach to intervention will be emphasized. We will focus on prevention, assessment, and intervention with early child language impairment.

Prerequisites

An undergraduate course in normal language acquisition, ideally offered by a Communication Disorders program is a necessity. An undergraduate course in language impairment in children would be extremely helpful.

Learning Outcomes

Development

Demonstrate knowledge of early communication development, including linguistic, motor, social, and social cognitive behaviors.

Tools for Skill Development

Describe formal and informal assessment tools for play, expressive, & receptive language skills used with young children.

Intervention Approaches

Demonstrate knowledge of the fundamental principles of early intervention, (e.g., family centered practice).

Demonstrate knowledge of contemporary language intervention approaches and techniques.

Early language Development

Students will demonstrate competent knowledge of early receptive/expressive language development.

Language Assessment

Students will demonstrate competent knowledge and skills concerning the appropriate selection, administration and interpretation of assessment techniques and tools for young children.

Language Intervention

Students will demonstrate knowledge of contemporary approaches to language intervention, including focused stimulation, prelinguistic milieu teaching, and the SCERTS model.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

1. Language intervention project. (100 pts.) Students will make presentations on one of the following intervention models: (a) Prelinguistic Milieu Teaching, (b) Social Communication, Emotion Regulation and Transactional Support (SCERTS), (c) Developmental, Individual-Difference, Relationship Based Model (DIR, also called the floortime model), (d) the Hannen Approach to Early Language Intervention, (e) Relationship Development Intervention (RDI), (e) focused stimulation, (f) applied behavior analysis, or (g) Picture Exchange Communication System. Other approaches can also be presented but must be approved by the instructor. Students will make presentations in teams of two and three. Each team should meet with Ms. Hart before starting to make sure you are on the right track. A team will have a class period for its presentation.

The presentations will begin on Tuesday, Nov. 3. Presentations should describe the intervention, including video examples. After seeing your presentation, the other students should know what the procedure involves, the basic format of how it is done, and if it works.

Your presentation should include the following information:

1. Target population and theoretical foundation: Who is the procedure for, and the rationale or theoretical basis for the intervention (why it should work).
2. The intervention: How do you do the procedure (you should include video of the intervention)? This should cover the practical requirements and key components.
3. Efficacy information: Is there evidence that the intervention works?

Each team should prepare a handout (electronic) summarizing the presentation to be distributed to the other members of the class.

Each presentation will be graded on:

20% presentation style, clarity, and organization. Is the presentation well organized and easy to follow?

10% description of target population (who is the intervention designed for?).

30% description of the intervention (how do you administer the intervention?)

20% presentation of empirical basis (what evidence exists that the treatment works?)

20% handout (you can use the slides from your presentation)

If you want a guide, some of the intervention procedures are covered in the text *Treatment of Language Disorders in Children*, edited by Rebecca McCauley and Marc Fey. The chapters in this book are organized around target population, theoretical basis, etc.

You must attend all of the student presentations. There will be a 10 pt. grade penalty per absence for missing other students' presentations (the only exception being illness with a note from a physician or university excused absence).

2. Quizzes (90 pts). There will be 7 scheduled quizzes given throughout the semester. They may consist of short answer questions or writing assignments. Each quiz will be worth 15 points. The subject matter for the quiz will be the material from the last one or two lectures periods, or a special topic which will

be announced in class. Quizzes **must** be taken during class time on the day given. If you are absent on the day of a quiz you will not be allowed to make it up (the only exceptions being official university excused absences or illness with a note from your physician). You will be allowed to drop your lowest quiz score from the final total.

If you have an excused absence and miss a quiz you may make up the points by writing a two page paper (typed, double spaced) over the topic matter of the quiz missed. This must be an actual paper, not just copying your notes on the topic.

3. Reading exam (100 pts.) You will have two hours and thirty minutes to complete the exam. The exam will be essay in nature. It is open book, so you can refer to all of the readings, your notes, etc. The more specific information you can draw from the readings, the better you will do. A typical question might ask you about an issue related to a particular topic discussed in the class (e.g., discuss cultural factors that might influence the family interview) and then ask you to draw on at least three sources from the readings to support your answer. You must cite the page number from which the information is drawn.

4. Reaction papers (20 pts.) We will have two guest speakers. After each you will complete a two page reaction paper. You should discuss what you have learned and how this information will inform your clinical practice.

Participation Policy

Participation is expected. As described under the grading policy, an absence, or being consistently late to class, will result in a penalty of 5 points per occurrence beginning with the second occurrence. These points will be subtracted from your quiz total. You must be present to take quizzes. Make ups will be allowed for sickness, funeral, or official university excused absences. The reading exam can be taken early if you make proper arrangements. Late work will be penalized 10% per day late.

HBLL Course Reserve Readings

HBLL Course Reserve Readings

fuj630

Attendance Policy

Your participation is important. Unless you are ill, must attend a funeral, or have a university excused absence, you should be in class. Everyone gets one free miss, no questions asked. After that, there will be a 5 point penalty for being absent. There will be a 10 point penalty for missing another student's presentation. As noted, you must be present on the day a quiz is offered to take the quiz.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus.

As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Column 1	Column 2
M Aug 29	First Day of Fall	
Monday	Semester	

(08/29/2016 -
12/08/2016)

T Aug 30
Tuesday

Introduction

Paul & Norbury, chapter 1

Th Sep 01
Thursday

Kerstine Hart,
articulation boot
camp

M Sep 05
Monday

Labor Day

T Sep 06
Tuesday

**Add/Drop Deadline
(Full Semester & 1st
Term)**

articulation boot
camp, continued

Th Sep 08
Thursday

language
impairment boot
camp

Paul & Norbury, chapter 3

T Sep 13
Tuesday

language
impairment boot
camp, continued

Th Sep 15
Thursday

language
impairment boot
camp

Quiz 1

T Sep 20
Tuesday

What happens to
children with LI?

Brinton, B., Fujiki, M. Baldrige, M. (2010).
The trajectory of LI into adolescence: What
four young women can teach us.

Th Sep 22 What happens to
Thursday children with LI
 (continued)

Quiz 2

T Sep 27 Early intervention,
Tuesday basic principles

Paul, D., & Roth, F. (2011). Guiding principles and clinical applications for speech-language pathology practice in early intervention. *Language, Speech, and Hearing Services in Schools, 42*, 320-330.

Th Sep 29 Early intervention
Thursday basic principles
 (continued)

Unequal Treatment: What health care providers need to know about racial and ethnic disparities in health care (download from

Quiz 3

<http://www.iom.edu/Reports/2002/Unequal-Treatment-Confronting-Racial-and-Ethnic-Disparities-in-Health-Care.aspx>

T Oct 04 Family centered
Tuesday practice

Th Oct 06 Family centered
Thursday practice (continued)

Quiz 4

T Oct 11 Guest speaker
Tuesday

Th Oct 13 Assessment in early
Thursday intervention

Crais, E. (2011). Testing and beyond: Strategies and tools for evaluating and assessing infants and toddlers. *Language,*

Th Nov 10 Thursday	Student presentation
T Nov 15 Tuesday	student presentation
Th Nov 17 Thursday	class cancelled (ASHA Convention)
T Nov 22 Tuesday	Friday Instruction
W Nov 23 Wednesday	No Classes
Th Nov 24 Thursday	Thanksgiving Holiday
T Nov 29 Tuesday	student presentation
Th Dec 01 Thursday	student presentation
T Dec 06 Tuesday	student presentation
Th Dec 08 Thursday	Last Day of Fall Semester (08/29/2016 - 12/08/2016)
Sa Dec 10 Saturday	First Day of Fall Final Exams (12/10/2016 - 12/15/2016)
Su Dec 11 Sunday	Course Evaluation
M Dec 12	Final Exam:

Monday 125 TLRB
11:00am - 2:00pm

Reading Exam

T Dec 13

Tuesday

Th Dec 15

Thursday