

CSD 738 Early Intervention

Winterim 2018

January 2, 5, 8, 9, 10, 11, 12, 16, 8:30am-noon, CPS 024

Instructor

Professor: Pamela Terrell
Ph.D., CCC-SLP
Office: CPS 034
Email: pterrell@uwsp.edu
Phone: (715) 346-3423
Office Hours: after class, by
appointment



*The newborn llama sits by her mama, already expert in llama ways:
Legs tucked under, neck held high, motionless head, open eye.*

*My baby brother clings to mother; can't sit beside her—can't even sit.
Can't focus his eyes, just wiggles and cries, doesn't look like her—not one bit.*

*Why are llamas born ready to run?
Why do humans come out "undone?"*

National Wildlife Federation

Human babies are born utterly and completely helpless. They are entirely dependent on other adults in their environments for food, shelter, comfort, love, mobility, and stimulation. Infants spend their first weeks transitioning from a cozy, buoyant environment in which light, sound, and temperature are consistently regulated to...BOOM!!...the noisy, bright, chilly, exciting, and over-stimulating world. During their first year these babies are climbing a steep learning curve as they learn how to cry, eat, hold their heads up, sit up, grasp, attend, laugh, vocalize, stand, crawl, and walk. The next two years are spent refining skills of locomotion, fine motor precision, verbalization, thinking, and memory. Throw in the art of using utensils to eat, peeing in a potty, sharing a favorite toy, and learning to behave and it's no wonder than whining and tantrum-throwing are hallmarks of toddlerhood. It's a tough job!

In this course you will be learning about the multi-faceted and interconnected developmental milestones that occur during the first three years of a child's life. You'll appreciate the significant role that family and environment play in that development and you'll learn skills to assess and treat communication disorders in infants and toddlers. You will also review and evaluate current literature and "hot topics" that inform best practice in the transdisciplinary early intervention settings, including NICU, home, clinic, and daycare/preschool. We will do these things through class discussion, small group work (including role play, test critique, and brainstorming), analyzing videos, reading and evaluating current research, and case study review.

COURSE SCHEDULE

(may be adjusted through the term as the need arises—let's be honest...when the need arises)

Class Topics/Activities		Reading
Jan 2	Syllabus and Course Overview EI Background and Models; Milestones and Development (Homework: Watch <i>The Science of Babies</i>)	Ch. 1 Raver & Childress; D2L Readings
Jan 5	Milestones and development; EI Law; Practice video analysis Law Quiz (on D2L by 1/8)	Ch. 2 & 3—Raver & Childress; D2L Readings
Jan 8	Assessment; Test Critique Milestone and Development Exam Special Topics: Foster Care	D2L Readings
Jan 9	Play; Components of a Speech-Language Eval Reading Circle 1 Video Analysis 1 Special Topics: Bilingual Language Learning	Ch. 6—Raver & Childress; D2L Readings
Jan 10	Considerations in Intervention Reading Circle 2 Special Topic: International Adoption	Ch. 5 & 7-- Raver & Childress; D2L Readings
Jan 11	Family Dynamics; Parent Coaching Model Video Analysis 2 Reading Circle 3 Special Topics: Cochlear Implants	Ch. 4-- Raver & Childress; D2L Readings
Jan 12	Intervention; Parenting strengths/weakness; Poverty Reading Circle 4 Special Topics: Toddlers and Technology	D2L Readings
Jan 16	Family Collaboration; NICU Video Analysis 3 Reading Circle 5 Special Topics: Prematurity	D2L Readings

Required Textbook:



*Family-Centered Early Intervention:
Supporting Infants and Toddlers in
Natural Environments*

Sharon Raver
Dana Childress

Course Themes and Learning Outcomes

The first three years of life are critical times of significant growth and development across physical, cognitive, motor, linguistic, play, and social-emotional domains.

(ASHA III-C, 1, 2D-G)

You will:

- Describe, identify, and evaluate the linguistic, cognitive, play, social-emotional, and motor development in typically developing infants and toddlers
- Identify, describe, compare, and contrast typical and atypical development within all domains in infants and toddlers
- Appreciate the notion of a continuum of learning and synthesize this learning continuum in the early years across all domains

Family, environment, socio-economic status, and parental education level can significantly affect the growth and development of infants and toddlers.

(ASHA IV-G1, 1e; ASHA IV-G3, 3c; ASHA III-D, 2, 3; ASHA IV-G1, 1^a; ASHA III-C, 1, 2D-G)

You will:

- Understand and explain the role of families and caregivers in early intervention using a coaching model
- Appreciate and appraise the impact of poverty, educational level, stress, addiction, and family dysfunction upon the development of young children
- Acknowledge caregivers as key members of the intervention team and discuss clinician-caregiver dyad.
-

It takes a transdisciplinary team to identify infants and toddlers at-risk or with disabilities and then to design and implement a comprehensive intervention plan.

(ASHA III-D, 1-3; ASHA IV-G2, 2a; ASHA III-D 1; ASHA IV-G1, 1b; ASHA IV-G2; ASHA IV-G3, 3c)

You will:

- Compare and appraise a variety of assessment approaches and criterion-referenced/standardized protocols use in the diagnosis of communication disorders in infants and toddlers
- Explain, select, and be able to implement a variety of strategies in the treatment of infants and toddlers with communication disorders
- Learn about and describe the role of a speech-language pathologist in the Neonatal Intensive Care Unit
- Familiarize yourself with state and federal legislation pertinent to early intervention services in Wisconsin.

You must stay current with the literature in your field, develop your personal philosophy of language learning, and be a lifelong learner to be a successful speech-language pathologist.

(ASHA III-D, 1-3)

You will:

- Analyze and critique peer-reviewed journal articles
- Formulate and justify personal opinions about current “hot topics” in the area of early intervention
- Provide a rationale for every diagnostic and intervention method that you implement
- Facilitate and moderate a thought-provoking group discussion

1. **Developmental Milestone Exam:** (75 points) You will take an exam to review cognitive, motor, and language milestones in the first three years of life. A solid understanding of these milestones will be a foundation for this course.
2. **Law Quiz;** (35 points): This quiz will cover laws and governance regarding the implementation of early intervention services
3. **Reading Circles:** (10 pts each—50 pts total) You will be in the same reading circle for the entire semester, but will rotate through one of five roles for each meeting. You will be required to participate in the reading circle discussion and turn in a discussion guide each week.
4. **Video Analysis:** (25 pts each—75 points total) You will critically analyze and interpret assessment, therapy, family interaction, and/or play videos presented in class.
5. **Special Topics:** (25 points) You and a small group will do additional reading on a related, special EI topic. You will provide notes on important concepts and then take the lead in a class discussion or interviewing a guest speaker.
6. **Comprehensive Final Exam:** (100 points) This exam will consist of case studies and video analysis of infants/toddlers. You'll need to analyze, diagnose, and make recommendations. This will include writing an IFSP and simulating parent coaching. This exam will be comprehensive in the sense that everything you learn in this class will build upon previously learned material. Your job will be to synthesize and integrate it all.

Grading Scale

A: 95-100%	A-: 92-94%	B+ 88-91%	B 84-87%	B- 80-83%	C+ 77-79%
C: 74-76%	C-: 70-73%	D+ 67-69%	D 64-66%	D- 60-63%	<60% = F

If a percentage has a decimal ≥ 0.5 , then I will round up IF you have attended class, participated in discussion, and put forth your best effort in class. I reserve the right not to round up if I feel that you have not actively prepared for and contributed to the class.

EXPECTATIONS

Students are expected to:

- Complete assigned readings before class.
- Come to class promptly and prepared to actively participate in discussion and in-class assignments.
- Answer questions asked by the instructor.
- Ask the instructor for clarification when needed.
- Display appropriate respect and courtesy to other students, guest lecturers, and instructor. (This includes sleeping in class, texting, packing up early, etc.)

The instructor is expected to:

- Be thoroughly prepared for class with handouts, questions, knowledge of assigned readings
- Have a solid rationale for why she is teaching the material
- Begin and end class on time
- Announce any changes to the syllabus during the semester, including date changes, in advance
- Answer any student questions. If I don't know the answer, I will find it out.
- Meet with students outside of class to discuss concerns or questions about the course requirements or the student's performance
- Treat all students with courtesy, have set office hours, provide constructive feedback, and return assignments efficiently.

You are worried about seeing him spend his early years in doing nothing. What! Is it nothing to be happy? Nothing to skip, play, and run around all day long? Never in his life will he be so busy again.

Jean-Jacques Rousseau

Requesting A Revision, Extra Credit, or Make-up Work to Improve a Grade on a Graded Assignment

If you earned a grade below 84% on any exam or assignment, and if you would like to improve your understanding of the concepts and perhaps improve your grade, you may propose a make-up assignment. Here are the procedures/guidelines:

- You must initiate this process, and you must propose/design the make-up assignment.
- If you complete the make-up assignment satisfactorily, your grade on the original assignment will be changed to a maximum of 84%.
- As soon as you decide you would like to propose a make-up assignment, I recommend that you inform me, either in person or over email or telephone.
- You must design your own make-up assignment, but it is subject to approval and/or modification by me. You must send me (via email) the tentative make-up assignment that you designed (referred to as your make-up assignment proposal), and you must send me this proposal within one week of the day I return or upload your graded assignment. If I do not receive your proposal within one week, then you may not complete a make-up assignment.
- When you submit your proposal for a make-up assignment, you must include a brief explanation of how/why your proposed assignment will allow you to learn the material better.
- I will review your proposal and notify you (typically within 2-3 business days of when I receive your proposal) if I will accept it, and/or if I will make any modifications, and/or if I will require you to make any modifications.
- I will inform you via email once your make-up assignment proposal is accepted and finalized.
- Once your make-up assignment proposal is accepted and finalized, you will have one week to complete the make-up assignment.
- The goal for a make-up assignment is to ensure that you learn the material thoroughly and meet the ASHA competency; therefore, your proposed make-up assignment should demonstrate that you understand the mistakes you made originally, and that you now thoroughly understand the material.

Although most infants do not learn to talk until their second year, their voices are there for us to hear from birth.

Rouse Selleck



Even when freshly washed and relieved of all obvious confections, children tend to be sticky.

Fran Lebowitz

Policy for Late Assignments	Disability Statement	Academic Misconduct
<p>All assignments are due at the beginning of class. Unexcused late assignments turned by 5 p.m. on the due date will receive a penalty of minus 5 percentage points. Unexcused assignments turned in the following day (and only due to extenuating circumstances) will receive a penalty of minus 10 percentage points. Assignments will not be accepted after the second day and the student will receive a grade of zero.</p> <p>I realize that life goes on while you are in school. You get sick, car accidents occur, etc. Excused late assignments will be allowed (without penalty) for illness, emergency, funerals, etc. In order for a late assignment to be excused, you must discuss this with me BEFORE it is due.</p> <p>Between email and my office phone, which are listed at the top of this syllabus, as well as my cell phone (715-572-2548) there is no reason that you should not be able to contact me. You may be asked to provide documentation of excused reasons.</p> <p>I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first week of the semester regarding specific dates that you will need to change course requirements.</p>	<p>If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, please contact me within the first week of class. Refer to http://www.uwsp.edu/special/disability/studentinfo.htm for further assistance.</p>	<p>Please refer to http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf for university policy regarding academic honesty and integrity.</p>
<p style="text-align: center;"><u>EMERGENCIES</u></p> <p>In the event of a medical emergency, call 911 or use red emergency phone located in clinic hallways. Offer assistance if trained and willing to do so. Guide emergency responders to victim.</p> <p>In the event of a tornado warning, proceed to CPS CSD Clinic hallways. Avoid wide-span rooms and buildings.</p> <p>In the event of a fire alarm, evacuate the building in a calm manner. Meet in front of HEC building. Notify instructor or emergency command personnel of any missing individuals.</p> <p style="text-align: right;">Active Shooter – Run/Escape, Hide, Fight. If</p>		

Babies are such a nice way to start people.
Don Herold

