CSD 636 Prevention, Assessment, and Intervention Birth to Five
Department of Communication Sciences & Disorders
University of North Carolina at Greensboro
Fall Semester 2024

Course Instructor	Lucía I. Méndez, PhD., CCC-SLP Professor Ferguson 316 limendez@uncg.edu
Class Location & Time	Ferguson Building 322 Fridays 9:00 a.m. -11:40 a.m.
Office Hours	Fridays 12-2:00 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. (2018). *Early Language Intervention for Infants, Toddlers, and Preschoolers.* New York: Pearson

2. Paul, R., Norbury, C., & Gosse, C. (2018). *Language Disorders from Infancy Through Adolescence*, Fifth Edition. St. Louis, MO: Elsevier.
   (Note: UNC Greensboro University Libraries offers this textbook as an e-book with free and unlimited user access for CSD 636 students, press here for access:

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 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. **Individualized Family Services Plan (IFSP) (25 % 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.

2. **Language Sample Analysis (25% 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.

3. **Cooperative Group Project (25)% 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.

4. **Intervention Activity Plan (25 % of final grade)**
   Purpose: To provide the students with a hands-on experience create a comprehensive treatment plan. 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
IFSP	25%	**9/27/2024**	
Language Sample Analysis	25%	**10/18/2024**	
Cooperative Group Project	25%	**11/08/24**	
Intervention Plan	25%	**11/25/24**	
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 = 94-100% A- = 90-93%	B+= 87-89% B = 84-86% B- = 80-83%
C+= 77-79% C = 74-76% C- = 70-73%	D = < 70 and lower

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:

  o Follow the course calendar, complete readings prior to class and come prepared to fully participate in activities related to assigned topics.
  o Show evidence of critical, reflective thinking through participation in class discussions, and activities.
  o Attend class, arrive on time, and stay for the entire class period.
  o 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.
  o Turn their cell phone off and do not text during class. Please be an active listener
  o Cooperative Learning Groups: Students will participate in cooperative learning groups

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/

Respect for Others: UNCG is committed to equal opportunity in education and employment for all persons and will not tolerate any discrimination against or harassment of persons on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, political affiliation, genetic information, veteran status, disabling condition, or age. https://policy.uncg.edu/university-policies/discriminatory_conduct/

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).

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

Registered UNCG students are bound by the UNCG's Academic Integrity Policy. Cheating and plagiarism will not be tolerated in this class. If a student is caught cheating or plagiarizing in any form, they will receive a failing grade for the class and will be reported to the university for appropriate disciplinary action. All work submitted for grading must be original and individual (unless otherwise indicated e.g., partner or group projects). When a student signs or places their name on any work submitted, they are agreeing to abide by the academic integrity policy. Please see the UNCG policy located at 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. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances.

Mental Health

Health and well-being impact learning and academic success. Throughout your time in college, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol, or drug problems, feeling down or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, going to the website or visiting the Anna M. Gove Student Health Center at 107 Gray Dr. For students in recovery from alcohol and other drug addiction, the Spartan Recovery Program (SRP) offers recovery support services. You can learn more by going to the website or reaching out to recovery@uncg.edu

Pronoun usage: Pronouns are words that a person may use to identify themselves instead of their chosen name. For example, she/her/hers and he/him/his are typically feminine and masculine pronouns, respectively. However, some feel more comfortable with gender-neutral pronouns. The most common gender-neutral pronouns are they/them/theirs, used in the singular to refer to an individual in a way that isn't gendered. Please let me know, if you prefer to be addressed by pronouns other than those typically used in the singular

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 Canvas.

Tentative Course Schedule

DATE	TOPIC	READINGS
1 8/23	• Overview of Course & Requirements • Introductions • Models of Language Disorders	View reading list on related module on CANVAS
2 8/30	• Components of Early intervention: • IFSP Process Intro • Approaches to Early Communication Assessment	View reading list on related module on CANVAS
3 9/6	• Transdisciplinary EI Team Members • The IFSP Process • Description of IFSP assignment • Integrating & Interpreting Assessment Data	View reading list on related module on CANVAS
4 9/13	• Hanen Presentation	View reading list on related module on CANVAS
5 9/20	• Continue: Integrating and Interpreting Assessment Data, Report Writing • Review of Language Development	View reading list on related module on CANVAS
6 9/27	• Introduction to Language Sampling • Transcribing and Analyzing Language Samples • Language Sample Analysis	View reading list on related module on CANVAS
7 10/4	• Approaches to Early Communication Assessment & Intervention	View reading list on related module on CANVAS
8 10/11	• Caregiver interaction-Attachment Attachment • Assessment and Intervention for Emerging Language, • Developing Play and Gesture, • Developing First Lexicon and Word Combinations	View reading list on related module on CANVAS
9 10/18	• Play Assessment and Intervention • Intervention Approaches	View reading list on related module on CANVAS
10 10/25	• Assessing Expressive language skills • Intervention approaches • Goal formulation	View reading list on related module on CANVAS
11 11/1	• Assessment and Intervention for Developing Language • Bilingual language development	View reading list on related module on CANVAS
12 11/8	• Class Presentations	View reading list on related module on CANVAS
13 11/15	• Course Wrap up	View reading list on related module on CANVAS
14 11/22	• Class Presentations	View reading list on related module on CANVAS
15 11/28 Thanksgiving		
16 12/6	• Class presentations (if needed)	