

**CSD 611**  
**Fall 2011**

**Preventing, Diagnosing and Treating Communication Disorders with the Birth to 5 Population.** (5) *Fall*. Communication development and disorders (speech, language, and hearing) in infants, toddlers, and preschoolers. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed.

**Required Texts:**

Bernthal, J.E., Bankson, N.W., & Flipsen, P., Jr. (2008). *Articulation and phonological disorders: Speech sound disorders in children* (6<sup>th</sup> ed.). Boston: Pearson.

Paul, R. (2007). *Language disorders from infancy through adolescence: Assessment and Intervention* (3<sup>rd</sup> ed.). St. Louis, MO: Mosby.

**Student Learning Objectives**

The student will be able to

- identify the nature of communication disorders that individuals from 0-5 years of age might develop **Std. III-B, III-C**
- identify the risks for individuals aged 0-5 years old to develop communication disorders **Std. III-B**
- identify methods to prevent communication disorders for individuals aged 0-5 years old **Std. III-C**
- determine the appropriate assessment instruments to be used to diagnose communication disorders in individuals aged 0-5 years old **Std. III-D**
- interpret the results of assessments administered to individuals aged 0-5 years old **Std. III-D**
- determine the appropriate treatment plan for individuals aged 0-5 years old with communication disorders **Std. III-D**
- determine the appropriate treatment techniques for individuals aged 0-5 years old with communication disorders **Std. III-D**

**Course Requirements:**

1. Students are required to read all assigned chapters and articles. During each class period students are strongly recommended to engage in class participation and questions regarding the topic material. An evaluation (grade) of how well a student comprehends reading and lecture material will be based on class projects, quizzes and final examination.
2. There will be two exams, a midterm test and a final exam. The final will be comprehensive in nature, measuring a student's knowledge of concepts presented throughout the semester. There will be no makeup or late exams given without a valid doctor or university excuse.
3. Each student will individually write a 6-8 page evidence-based practice paper on an intervention area appropriate for use with children aged 0 – to 5 years. There will be two students for each topic; however, each student will collect their evidence and write their paper separately. When your topic is discussed in class, you will co-present the findings

of your papers for 10 minutes. You will sign up for the specific intervention topic on a first-come, first-served basis. Information should be appropriate in complexity for a graduate class. You should use data-based research, that is, studies where actual data has been collected—not just opinion or discussion. Please see me if you have questions. **Students are strongly encouraged to meet with the instructor prior to submission.** This paper will be due on December 1, 2011.

Your written paper should include:

- a comprehensive summary of intervention research in your specific topic area;
- a discussion service delivery models, including classroom-based and consultation models;
- Any strategies/techniques that do not have research support but are widely used in the field. Discuss why these techniques are being used;
- Based on your conclusions from the research literature review, a discussion of what are the “best” evidence-based practice intervention strategies;
- APA format including title page, APA suggested font and font size and 1 inch margins.

Consider the following questions as you write your papers:

- What’s the current thinking on the topic and are there areas of conflict/controversy?
- What questions remain?
- How does this information “fit” with what you have learned in other courses

4. You will work in a small group on a special Prevention Campaign Project that will culminate in the second year of your program. It will cover a disorder on which you and your group choose to concentrate. The final presentation will be an oral presentation that includes a PowerPoint but may also include other media (e.g., brochures, sample billboards, sample videos). Each member of the group must have an equal share in the planning, preparation, presentation. Your group will keep a time log that indicates the date and amount of time the group meets along with the attendees at the meetings. At the conclusion of this semester (December 8, 2011) your group must submit an outline of the campaign that includes who will be responsible for developing each aspect of the campaign (e.g., who will develop the PowerPoint, who will develop a realistic budget, who will produce any videos, who will prepare the fact sheet, who will design the brochure, and etc.) For the Spring 2012 courses CSD 614, and CSD 623, you will be given dates to turn in specific portions of your progress. The final product and presentation will be due in CSD 622 in the fall of 2013.

5. You will be given a case study of a child for which you will be required to complete the language assessment diagnostic report and prepare a therapy plan. These will be due on October 4, 2011 at 3 pm.

6. You will be given a case study of a child for which you will be required to complete the sound production assessment diagnostic report and prepare a therapy plan. These will be due on October 27, 2011 at 3 pm.

#### **EVALUATION AND GRADING:**

- |                                    |                |
|------------------------------------|----------------|
| • Article readings and comparisons | 25 points each |
| • Oral report                      | 50 points      |

- Language assessment exercise 50 points
- Phonological assessment exercise 50 points
- Research based research review paper 75 points
- Mid term exam 100 points
- Final Examination 100 points

**Grading scale:**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% or below

**Professional conduct.**

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.

1. Cell phone policy- Turn off cell phones. You will lose points if your phone goes off for text messages or calls. **No text messaging allowed, no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or get a big zero on your quiz or exam.**
2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required to see the notes.) No "IMs" (instant messaging) during class.
3. *Come to class on time to minimize distractions and be considerate of the rest of the class. BE ON TIME!!*
4. Any requests for quiz or test changes must be approved **ahead** of time with a doctor or university note. No exceptions!
6. No cheating will ever be tolerated. You will be turned in on the spot, excused to leave and not come back.

**Students with Disabilities:** It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019.

**Academic Integrity:** Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.

**Assessment:** Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous

assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

**Additional Resources: (this is a partial list and other resources may be added during the course of the semester)**

1. Normal Development, Child Development CD-ROM Series, A Database of Communication and Related Behaviors, Birth –12+ years, Second Edition, Kristine S. Retherford, PH.D, Thinking Publications,
2. Language Disorders, A Functional Approach to Assessment and Intervention, Fourth Edition, Robert E. Owens, Jr. State University of New York at Geneseo, Pearson,
3. Building a Language-Focused Curriculum for the Preschool Classroom, Vol II, A Planning guide, Betty H. Bunce, Paul H. Brooks Publishing Co.
4. A Practical Guide to Early Childhood Curriculum, Linking Thematic, Emergent, and Skill-based Planning to Children’s Outcomes, Second Edition, Evelyn A. Petersen. Allyn and Bacon
5. Planning Individualized Speech and Language Intervention Programs, Nickola Wolf Nelson, Pro-Ed

Intervention Areas:

Pragmatics  
Semantics  
Syntax & Morphology  
Phonological Process Approach  
Phonological-Cycles Approach  
Naturalistic language intervention  
Facilitated Communication  
Apraxia  
Cleft Palate  
Family Centered Practice  
Fluency  
Sound Production-Traditional Approach  
Sound Production-Sensory-Motor Based Approach  
Sound Production –Minimal Pair Contrast  
Voice-Behavioral Modification  
NICU-Infant Feeding  
Hearing Impaired-Oral Language Approach  
Hearing Impaired-Total Communication Approach  
Prelinguistic/Preattending-Behavior Modification Approach