

**CSD 611
Fall 2009**

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* (6th ed.). Boston: Pearson.

Paul, R. (2007). *Language disorders from infancy through adolescence: Assessment and Intervention* (3rd 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. 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.

2. Each student will individually write a 6-8 page evidence-based practice research 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.**

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

3. Each student will prepare at two-page description of each of the “Big Nine” communication disorders (this may be a copy of the exact same description you use for each of the first four courses in the grad program). You can use lists/bullets and/or narrative descriptions as long as it is an appropriate study tool. It must be accompanied by a summary of the intervention strategies that might be used for that disorder. You will turn these in to a Class Shares folder on the Harding University “M-drive” so that all the other class members can share the information. This information will be VITAL for your preparation for the Praxis exam.

4. 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 1, 2008 at 3 pm.

5. 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 November 3, 2008 at 3 pm.

EVALUATION AND GRADING:

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| • 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 loose 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