

CSD 738 Early Intervention

Summer 2021

Thursdays and Fridays, 8:00-11:45 am

Instructor

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Office Hours: Thursdays 12:30-
2:00 pm



*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!

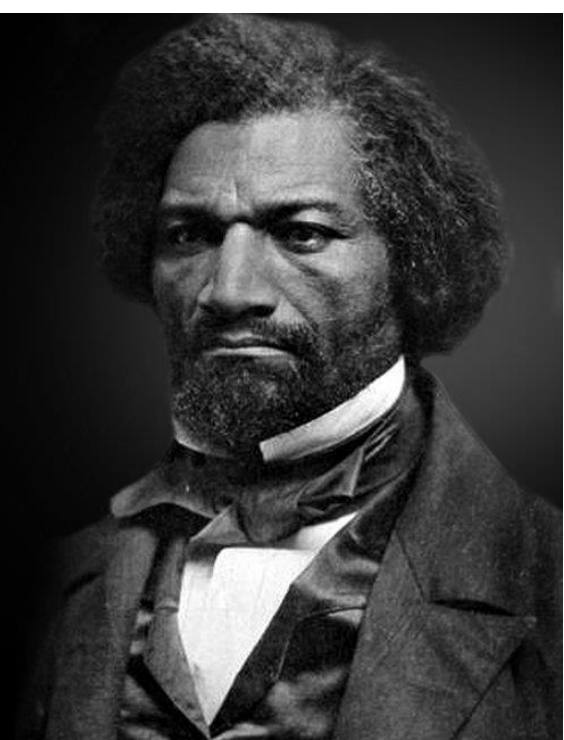
In this course you will be learning about the multi-faceted and interconnected developmental milestones that occur during the first three years of a child's life. You'll appreciate the significant role that family and environment play in that development and you'll learn skills to assess and treat communication 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

	Topics	Speakers
July 15-16	<p><u>Thursday</u>: Syllabus and course overview: EI background and models; Early Intervention law; Attachment; <i>The Science of Babies</i></p> <p><u>Friday</u>: Milestones and development; Parenting nuts and bolts; practice video analysis</p>	n/a
July 22-23	<p><u>Thursday</u>: Assessment; Components of an evaluation Special Topics: Hearing Impairment in Infants and Toddlers; Reading Circle 1</p> <p><u>Friday</u>: Play; IFSP Special Topic: Bilingualism; Reading Circle 2</p>	<p>Thurs: Hearing impairment Fri: Bilingualism</p>
July 29-30	<p><u>Thursday</u>: Considerations in intervention Special Topics: Community Involvement with Early Intervention; Reading Circle 3</p> <p><u>Friday</u>: Family dynamics; Parent coaching model</p>	<p>Thurs: Community supports Fri: ACES Training</p>
August 4-5	<p><u>Thursday</u>: Intervention strategies continued Special Topics: Foster Care; Reading Circle 4</p> <p><u>Friday</u>: Emergent literacy; NICU Special Topics: Neonatal Abstinence Syndrome</p>	<p>Thurs: Foster care Fri: NICU</p>

It is easier to build
strong children than
 to repair **broken men.**

– *Frederick Douglass*



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

Course Assignments

1. **Developmental Milestone Quiz (x1):** You will take an online quiz 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. **Weekly Reading Circles Discussion Group (x4):** You will be in the same reading circle for the entire semester, but will rotate through one of four roles for each meeting.
3. **Weekly Video Analysis (x3):** You will critically analyze and interpret assessment, therapy, family interaction, and/or play videos.
4. **Special Topics (x1):** 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.
5. **Video role play (x1):** You will make a video role-play of parent coaching with a partner when provided a video of a parent/child interaction.

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.
- Participate in class through various modalities provided.
- 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.

GRADING SCALE

I'm trying to continually grow in my evidenced-based teaching skills, so we'll be using "ungrading" for this course. I read the book, *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)* by Susan Blum (2020) and attended a workshop on ungrading during the semester break. Current research suggests that grading is arbitrary, does not truly represent learning, and is fraught with bias. Students also do not learn as much if they are graded versus if they are given written/verbal feedback. Additionally, metacognition is an important practice for improving learning of course content. We will discuss "ungrading" on the first day of class and what it means for this course.

In a nutshell, you will have 4 ungraded CSI assignments, that (un)ironically will be used to collaboratively determine your final grade in the course. You and I will together determine your learning progress and your grade in class through written feedback, metacognition activities, and personal learning reflections. It is my hope that this approach will decrease stress, increase academic "risk-taking," and result in deeper, meaningful, and personalized learning.

All exams will occur anonymously as a large group through iterative, massed practice.

Conceptually, we will construct what a final "A, A-, B+, B, and B-" looks like.

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.</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. Between email, as well as my cell phone (715-572-2548) you should be able to contact me to arrange an extension. If there is an extenuating circumstance and you couldn't contact me prior to the due date, we can discuss on a case-by-case basis, erring on the side of grace.</p> <p>I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 weeks 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 style="text-align: center;"><u>EMERGENCIES</u></p> <p>In the event of a medical emergency, call 911 or use red phones in clinic hallways. Offer assistance if trained and willing. Guide emergency responders to victim.</p> <p>In the event of a tornado warning, proceed to clinic hallways. 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>Active shooter—Run/Escape, Hide, Fight. If trapped, hid, lock doors, turn off lights, spread out, and remain quiet. Follow instructions of emergence responders.</p> <p>See UWSP Emergency Management Plan at www.uwsp.edu/rmgt for more details.</p>	<p>Please refer to http://www.uwsp.edu/admin/stua/ffairs/rights/rightsChap14.pdf for university policy regarding academic honesty and integrity.</p>

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

