

CSD 738 Early Intervention

Summer 2020

Synchronous Zoom Thursdays and Fridays, 9:00-10:30ish

Instructor

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*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!

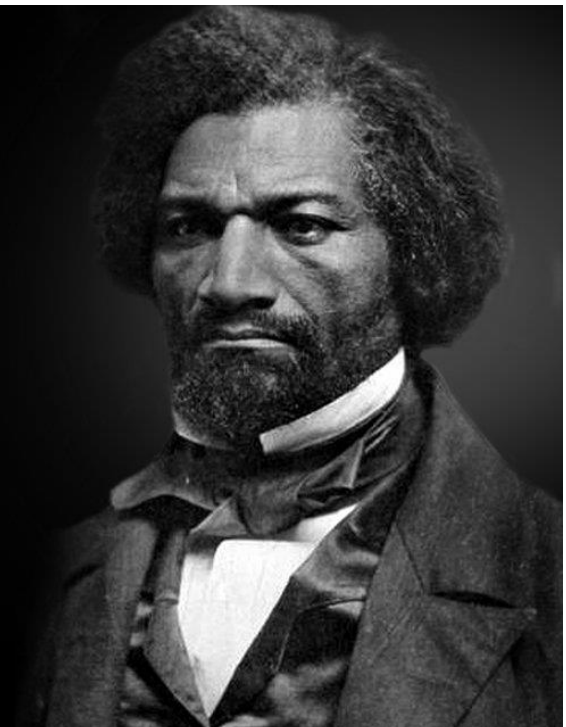
In this course you will be learning about the multi-faceted and interconnected developmental milestones that occur during the first three years of a child's life. You'll appreciate the significant role that family and environment play in that development and you'll learn skills to assess and treat communication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

Wednesday		To Do
July 13-17	Early Intervention law Development and milestones EI background and model	Reading circle 1 discussion Watch <i>The Science of Babies</i>
July 20-24	Assessment Components of an evaluation Play NICU Special Topics: Community Involvement with Early Intervention (7/23); Special Topic: Neonatal Abstinence Syndrome (7/24)	Reading circle 2 discussion Development quiz Video analysis 1
July 27-31	Considerations in intervention Family dynamics Parent coaching model Special Topics: Foster Care (7/30); Hearing Impairment in Infants and Toddlers (7/30); International Adoption (7/31)	Reading circle 3 discussion Video analysis 2
August 3-7	Intervention strategies continued Emergent literacy Panel: CESA-5 B-3 team (8/7)	Reading circle 4 discussion Video analysis 3 Coaching video role play

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 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. **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. You will be required to participate in the reading circle discussion in a timely manner each week.
3. **Weekly Video Analysis (x3):** You will critically analyze and interpret assessment, therapy, family interaction, and/or play videos during Zoom class or outside.
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.
6. Choose up to two of the options reflection and learning opportunities:
 - a. *Babies* movie reflection: Watch the *Babies* movie and write a 3-5 paragraph reflection about milestones and development across cultures.
 - b. Podcasts: Choose from 4 podcast episodes about parenting and development and write a 3-5 paragraph about what you learned and how it relates to class. (You can do 2 podcasts and this will count as 2 separate reflections).

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.

This course will use a specification grading system (Nilson, 2014). This grading scheme is directly related to your demonstrated competencies across the various learning outcomes for the course with correspond to ASHA standards. This type of grading gives you a choice in determining your desired grade and the necessary work and competence to achieve it. All assignments will be graded as “met competence” or “did not meet competency.” You will have 2 tokens or opportunities to meet competency if you didn’t meet it initially. Thorough directions will be given for each assignment with clear criteria for meeting competency.

B-	B	B+	A-	A
Complete 3 video analyses and coaching video role-play competently	Complete 3 video analyses and coaching video role-play competently	Complete all the requirements for “B” competently	Complete all the requirements for “B” competently	Complete all the requirements for “B” competently
Pass quiz at 84% or higher	Pass quiz at 84% or higher	Complete one optional reflection competently	Complete two optional reflections competently	Complete two optional reflections competently
Participation in 4/4 reading circle	Demonstrated competency and timely participation in 4/4 reading circles	Pass exam at 84% or higher on first attempt	Pass exam at 84% or higher on first attempt	Pass exam at 90% or higher on first attempt
Participation in special topic	Demonstrated competency and participation in special topic	All competencies are met, but 2 tokens may be used to achieve mastery	All competencies are met, but 1 token may be used to achieve mastery	All competencies are met, but 1 token may be used to achieve mastery
Competency not met, even after use of 2 tokens	All competencies are met, but 2 tokens may be used to achieve mastery			



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>This summer, with the change to online learning and teletherapy, I will be flexible with assignments. If you are having trouble meeting a deadline, please contact me BEFORE it is due, and we will discuss alternatives. I would strongly encourage you to abide by due dates if at all possible, since there is a lot of independent work in this course and it will start to snowball.</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>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>ATTENDANCE</u></p> <p>Attendance on Thursday/Friday zoom calls will be loosely monitored, but not grading or absolutely required. You are expected to be present for synchronous Zoom classes and should not schedule work or other obligations at that time. Flexibility is allowed for childcare, illness, and related family obligations.</p>		

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

