

**SPLH 840: Language Disorders of Children: Infants and Toddlers
(Spring, 2011)**

INSTRUCTOR: Marc Fey
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CLASS MEETINGS: Monday, Wednesday, 3:15- 4:55, Room 3001 Miller
Bldg.; March 16 to May 11

OFFICE HOURS: Almost any time by appointment

REQUIRED READINGS:

Textbook:

McCauley, R. J., & Fey, M. E. (Eds.) (2006). Treatment of language disorders in children. Baltimore: Paul H. Brookes.

Recommended Text

Rogers, S. L. (2010). Early start Denver model for young children with autism: promoting language, learning, and engagement.

Required Articles & Chapters:

Crais, E. R. (2010). Testing and Beyond: Strategies and Tools for Evaluation and Assessment of Infants and Toddlers. *Lang Speech Hear Serv Sch*, 0161-1461_2010_0109-0061.

Crais, E. R., Roy, V. P., & Free, K. (2006). Parents' and Professionals' Perceptions of the Implementation of Family-Centered Practices in Child Assessments. *Am J Speech Lang Pathol*, 15(4), 365-377.

Girolametto, L., Pearce, P. S., & Weitzman, E. (1997). Effects of lexical intervention on the phonology of late talkers. *JSLHR: Journal of Speech Language and Hearing Research*, 40(2), 338-348.

Heilmann, J., Weismer, S. E., Evans, J., & Hollar, C. (2005). Utility of the Macarthur--Bates communicative development inventory in identifying language abilities of late-talking and typically developing toddlers. *Am J Speech Lang Pathol*, 14(1), 40-51.

Kouri, T. A. (2005). Lexical training through modeling and elicitation procedures with late talkers who have specific language impairment and developmental delays. *Journal of Speech, Language, and Hearing Research*. Vol, 48(1), 157-171.

Olswang, L. B., Rodriguez, B., & Timler, G. (1998). Clinical focus. Recommending intervention for toddlers with specific language learning difficulties: we may not have all the answers, but we know a lot. *American Journal of Speech Language Pathology*, 7(1), 23-32.

Shackelford, J. (2006). State and jurisdictional eligibility definitions for infants and toddlers with disabilities under IDEA

Woods, J. J., & Wetherby, A. M. (2003). Early identification of and intervention for infants and toddlers who are at risk for autism spectrum disorder. *Lang Speech Hear Serv Sch*, 34(3), 180-193.

Recommended Articles and Chapters

Woods, J., M. J. Wilcox, et al. (2011). Collaborative consultation in natural environments: strategies to enhance family centered supports and services. Lang Speech Hear Serv Sch: 0161-1461_2011_0110-0016.

COURSE OBJECTIVES AS RELATED TO ASHA STANDARDS: (Language Disorders of Children: Infants & Toddlers):

The course will provide basic information crucial to the Program requirements in the **Receptive/Expressive Language** category. It is a secondary source for information in the modalities and social areas as well.

- I. Understand basic concepts, terminology, and theory
 - A. Students will be acquainted with laws supporting early assessment, intervention and the IFSP process.
 - B. Students will understand the roles and responsibilities of a speech-language pathologist and other early interventionists within various service delivery models.
 - C. Students will learn key intervention principles to use when working with children between the ages of 0 and 3 with language delays and their families.
 - D. Students will become familiar with oral language and other relevant developmental milestones.

II. Develop an assessment plan

- A. Students will be able to understand and interpret psychometric properties of standardized tests including sensitivity and specificity and likelihood ratios.
- B. Students will be acquainted with a variety of formal (i.e., M-BCDI, CSBS communicative temptations and book sharing, PLS-4) and informal (i.e., syntactic analysis) procedures to assess the language skills of children between the ages of 0 and 3.
- C. Students will learn to implement independent and relational (i.e., syllable structure level & PCC) analyses of phonological development.
- D. Students will be exposed to and be able to critically appraise efficacy research in the assessment of infants and toddlers to help in the delivery of evidence-based practice.

III. Analyze and integrate assessment findings

- A. Students will be able to use formal and informal assessment tools, to identify appropriate communication goals, treatment approaches, and measure progress.

IV. Determine presence of disorder and related factors

- A. Students will be aware of risk factors for communication delays and will be able to independently gain relevant knowledge regarding specific risk factors.
- B. Students will gain an understanding of normal and abnormal patterns of language development and the characteristics that can distinguish one from the other.

V. Develop a treatment plan based on available evidence

- A. Students will gain sufficient competency to implement RPMT, MT, focused stimulation, and Hanen-like interventions with clinical supervision.
- B. Students will be exposed to and be able to critically appraise efficacy research in intervention of infants and toddlers to help in the delivery of evidence-based practice.

Course Outline

Date	Lesson: Topic
Mar 16	1: Overview of ECS Issues <i>Readings:</i> <ul style="list-style-type: none"> • Crais, Roy, & Free (2006) • Olswang et al. (1998) • Shackelford (2006) • ESDM (chapter 3)
Mar 28	2: Evaluation and Assessment Overview <ul style="list-style-type: none"> • Crais, 2010 • Heilmann et al. (2005) • Woods and Wetherby (2003)
Mar 30	Quiz 1: ECS Issues 2: Assessment Overview – wrap-up
Apr 4	Quiz 2: Assessment 3: Genes and ASD 4: Treatment Overview <i>Readings:</i> <ul style="list-style-type: none"> • McCauley & Fey (2006). Chapter 1 • McCauley & Fey (2006). Chapter 2 • Kouri et al. (2005)
April 6	4: Treatment Overview - continued
April 11	Quiz 3: Treatment Overview 5: Assessing Prelinguistic Communication
April 13	Quiz 4: Assessing Prelinguistic Communication 6: Assessing Phonology <i>Readings:</i> <ul style="list-style-type: none"> • Girolametto et al. (1997).
April 18 & 20	Quiz 5: Assessing Phonology 7: Assessing Linguistic Communication 7: Assessing Linguistic Communication– wrap up
April 25	8: General stimulation approaches: The Hanen Parent Program/Dialogic Reading <i>Readings:</i> <ul style="list-style-type: none"> • Girolametto, L. & Weitzman, E. (2006). Chapter 4 in M & F • Cole, Maddox, and Lim (2006) Chapter 7 in M & F
April 27	9: Prelinguistic Milieu Teaching: <i>Readings:</i> <ul style="list-style-type: none"> • Warren et al. (2006). Chapter 3. In McCauley and Fey.
May 2	9: Prelinguistic Milieu Teaching – wrap-up Quiz 6: Dialogic Reading and Prelinguistic Milieu Teaching
May 4	10: Milieu Teaching <ul style="list-style-type: none"> • Hancock, T. & Kaiser, A. (2006). Chapter 9 in McCauley and Fey

	<ul style="list-style-type: none"> • <i>are you Assignment (30%): Due May 16</i>
May 9	10: Milieu Teaching – wrap up 11:.Focused Stimulation
May 11	Quiz 7: Milieu Treatment 11:.Focused Stimulation Wrap Up <i>Readings:</i> Ellis Weismer, S. & Robertson, S. (2006). Chapter 8 in McCauley and Fey.
May 16	Final (40%) 1:30-4:00, Room 1007 Orr Major.. (Assignment is due).

Grading

1. The entire course is laid out for you on our SPLH 840 BlackBoard. The site for BlackBoard is <http://courseware.ku.edu/>. You are already enrolled. It is critical that you log on to this website frequently to check out all of the details there. At this site, you will find (a) the course syllabus; (b) lecture handouts; (c) video-files with speech and language samples, and; (e) **MANY** downloadable files that are essential for the class.
2. Your grade is based on three primary measures: a set of eight quizzes (30% of grade), a graded assignment (30% of grade), and the final exam (40% of grade).
 - A. During the 8-week period, seven, 5-question quizzes will be given. Quizzes will be given at the beginning of the lecture on the date indicated. The quizzes will cover material presented during the previous lessons in class as well related readings. You may drop your **LOWEST** quiz score. If you miss a class on a quiz date, it may be possible to arrange for you to take the quiz at another location. This must take place during the limited time for which the quiz is accessible. Otherwise, the missed quiz must be the single quiz score dropped. Make-up quizzes will not be available. Quizzes will account for 30% of your grade (5% for each of the best 6 scores).
 - B. There will be one graded assignment worth 30% of your grade. **This assignment is a writing project that would be worthy of placing in your portfolios.**
 - C. **There will be an objective final exam, which will account for 40% of your grade.** The final will be given from 1:30-4:00, Room 1050 School of Nursing, pending a group decision to change the exam time.
 - D. Your grade will consist of the following:

Average of 6 Highest Quizzes	30%
Assignment	30%
Final	40%

Provisions

Learning assistance, academic performance enhancement, and psychological services at KUMC are free, confidential, and available at Student Counseling & Educational Support Services by calling 913-588-6580 or visiting G116 Student Center.

Any student in this course who, because of a disability, needs an accommodation in order to complete the course requirements should contact the instructor or the

Equal Opportunity/Disability Specialist (913-588-7813 : TDD 913-588-7963) as soon as possible.