



SLP 510: Language Disorders Birth to Five

Fall 2022

Course & Instructor Information

Instructor Name	Elizabeth Schoen Simmons, Ph.D.
Instructor Email	simmonse3@sacredheart.edu
Office Hours	Mondays & Thursdays, 11:00 a.m. – 1:00 p.m.; Fridays 10:00 a.m. – 12:00 p.m. or by appointment
Office Location	In-person: CHCE N281 Zoom: https://sacredheart-edu.zoom.us/my/elizabethschoensimmons
Office Phone	203-365-4519
Course Format	Lecture
Course Location	CHCE N362 (3rd floor, College of Health Care Education)
Meeting Times	Wednesdays 1:15 p.m. – 4:00 p.m.

Place of Course in Graduate Program in Speech-Language Pathology

This course will give students the theoretical and clinical information need to provide services to children with communication disorders, and their families, during the first five years of life. It prepares students to practice in birth-three settings, as well as in preschool programs aimed at enabling children to participate successfully in academic and social environments.

Course Description and Purpose

This course examines communication assessment and intervention from a descriptive/developmental perspective for children in birth-to-three and preschool periods. The use of communication sampling as an evaluation instrument and the role of Augmentative and Alternative Communication with this age group will be addressed. Connections between language and preliteracy development will be discussed. Best practices, in which service delivery addresses the sociocultural nature of language, includes team collaborations with families, teachers and other professionals, and uses

natural environments will be presented. Understanding of recent changes in legislation and their implications for practice will be highlighted.

Course Materials

Required: Paul, R., Norbury, C., & Gosse, C. (2017). Language disorders from infancy through adolescence: Listening, Speaking, Reading, Writing, and Communicating (5th Ed.). St. Louis, MO: Elsevier.

Other readings, videos, and resources: Posted to Backboard.

Student Learning Objectives/Outcomes

Upon completion of this course, students will be able to:	Outcome Meets:			Assessment Method
	ASHA CFCC Standard	CHP Learning Objective	CT SDE CCT Standard	
Demonstrate understanding of the normal sequence of language development	IVA-B: Basic Communication Processes	CHP 4: Knowledge for successful practice	Domain 1: Context and Essential Skills	Formative: Class activities Summative: Quizzes, Exams
Demonstrate accurate test selection, scoring and interpretation	IV-C: Knowledge of communication disorders IV-D Knowledge: Assessment, Intervention V-B Skills: Evaluation, Intervention	CHP 4: Knowledge for successful practice	Domain 5: Assessment	Formative: Class activities; PBLs Summative: Quizzes, Exams
Demonstrate ability to select and administer informal assessment procedures; criterion referenced procedures and language sampling; Demonstrate the ability to use language sampling for assessment and intervention planning.	IV-B Knowledge: Basic Communication Processes IV-C Knowledge of communication disorders V-B Skills: Evaluation	CHP 4: Knowledge for successful practice	Domain 5: Assessment	Formative: Class activities; PBLs; Language sample assignment Summative: Quizzes, Exams

Address the special developmental and regulatory considerations important to practicing speech-language pathology with preschool children; State appropriate language goals and objectives for preschool children, with reference to CT Preschool Curriculum Framework	IV-C: Knowledge of communication disorders IV-D Knowledge: Assessment, Intervention IV-E Knowledge: Ethics IV-G Knowledge: Professional issues	CHP 1: Ethics	Domain 3: Planning for active learning Domain 5: Assessment	Formative: Class activities Summative: Quizzes, Exams
Demonstrate the ability to summarize and interpret research papers on child language disorders	IV-F Knowledge: Evidence-based practice	CHP 2: Critical thinking CHP 3: Evidence-based practice	Domain 6: Professional responsibilities	Formative: Class activities; Infographic assignment Summative: Quizzes, Exams
Design appropriate recommendations for language intervention for preschool children based on assessment data, including language sampling; Discuss connections between language and preliteracy development as they related to SLP practice	IV-C: Knowledge of communication disorders IV-D Knowledge: Assessment, Intervention IV-G Knowledge: Professional issues IV-H Knowledge: Professional credentials V-B Skills: Prevention, Intervention	CHP 4: Knowledge for successful practice	Domains 3, 4: Planning and implementing active learning	Formative: Class activities; PBLs Summative: Quizzes, Exams

Demonstrate knowledge of the CT guidelines for preacademic curriculum and the ways in which SLPs can use curriculum-based practice for facilitating language and preliteracy in preschool settings; Develop activities that integrate language and preliteracy development to prevent reading failure	IV-D Knowledge: Assessment, Intervention IV-F Knowledge: Evidence-based practice IV-G Knowledge: Professional issues IV-H Knowledge: Professional credentials V-A Skills: Oral/Written V-B Skills: Intervention	CHP 5: Communicate / collaborate	Domain 4: Active learning Domain 5: Collaboration	Formative: Class activities; PBLs; Language Sample assignment Summative: Quizzes, Exams
Demonstrate knowledge of family-centered assessment and intervention practices. Address the special developmental and regulatory considerations important to practicing speech-language pathology with children in the birth-three age range; Demonstrate knowledge of play- and routines-based intervention procedures for children at the emerging language level	IV-C Knowledge of communication disorders IV-G Knowledge: Professional Issues IV-H Knowledge: Professional credentials V-A Skills: Oral/Written V-B Skills: Evaluation, Intervention	CHP 4: Knowledge for successful practice	Domains 3, 4: Planning and implementing active learning	Formative: Class activities; PBLs Summative: Quizzes, Exams
Discuss the role of AAC approaches and cultural factors in communication intervention with young children.	IV-C Knowledge of communication disorders IV-D Knowledge: Prevention, Treatment IV-H Knowledge: Professional credentials	CHP 1: Ethics CHP 2. Critical thinking	Domain 1: Content, essential skills	Formative: Class activities; PBLs Summative: Quizzes, Exams

	V-A Skills: Oral/Written V-B Skills: Evaluation, Intervention			
Demonstrate knowledge of the special considerations for working with young children from diverse backgrounds and varied disabilities.	IV-D Knowledge of cultural correlates			Formative: Class activities; PBLs Summative: Quizzes, Exams
Demonstrate knowledge of issues in working with NICU and other young infants and their families	IV-D Knowledge: Prevention, Treatment IV-F Knowledge: Evidence-based practice V-B Skills: Evaluation, Treatment	CHP 5: Communicate /collaborate	Domain 6: Professional responsibilities	Formative: Class activities Summative: Quizzes, Exams

Course Activities & Assessment

Course Learning Activities

Detailed instructions and grading criteria for all assignments will be provided on Blackboard. You will have multiple opportunities to practice and demonstrate your progress toward the above student learning outcomes in this course. These assignments provide opportunities for you to demonstrate your understanding of class material, and ability to apply this content to clinical situations. Independent research will be required in all assignments, and content must extend beyond material covered in classes. Assignments include, but are not limited to:

- 1. Treatment infographic and presentation.** Students will work in groups of 2 – 3 students to complete an infographic on a treatment topic. Each infographic will critically summarize a language intervention for toddlers or preschoolers. Groups will be responsible for presenting the infographic to the class during short, 10-minute presentations.
- 2. Problem based learning (PBL) activities.** You will complete a product for each of the PBL cases for this class. The products will include a written document of differential diagnosis, treatment goals and/or activities.
- 3. Langue sample assignment.** Students will be given a language sample from a 4-year old boy to transcribe, according to SALT conventions. Students will transcribe the sample as instructed and report on a set of language metrics. They will also provide an interpretation of the data.

4. **Exams.** Students will complete two in-class exams during the semester. Exams will cover essential course content and assess the student's ability to synthesize, interpret and critically analyze the material.
5. **Ticket to class quiz.** A quiz will be posted on Blackboard for each chapter assigned from the main course text. The quiz must be completed before coming to class. The quiz score will not be included in your final grade; however, you will not be admitted to class unless your quiz score is recorded in Blackboard. Quizzes are open book; you may use your textbook to answer the questions. Please complete the quiz **independently**. If you score 70% or more on all quizzes, one point will be added to your final semester grade.

Key Assignments and Important Dates

Please refer to Blackboard for all rubrics.

Assessments	Due dates
Treatment infographic and presentations (GROUP)	11/30
Helen: Problem-based learning activity product (GROUP)	10/19
Michael: Problem-based learning activity product (GROUP)	11/16
Language sample assignment (INDIVIDUAL)	11/2
Exams (INDIVIDUAL): Midterm (20%), Final (20%)	10/5, 12/7
Passed all pretest quizzes (INDIVIDUAL) with $\geq 70\%$	Weekly

Course Calendar

Please note this schedule may be subject to change based on our progression in the course.

Week	Date	Module	Assigned readings (Due before class)	Class activities	Assessments (Due before class unless otherwise stated)
1	8/31	Module 0: Foundations • Syllabus review • Principles of Assessment	• Chapter 2 • Gillam, Bedore & Davis (2016) • Pence (2014)	• Age-markings of videos of typical development • Review record forms	Chapter 2 quiz due

2	9/7	Module 0: Foundations • Principles of Intervention	• Chapter 3	• Identify treatment methods in video clips	Chapter 3 quiz due
3	9/14	Module 1: Toddlers • Language assessment	• Chapter 7 • CT B-3 Screening & Assessment Guide • Watch CSBS	• Critique video in class • Review toddler assessment instruments	Chapter 7 quiz due
4	9/21	Module 1: Toddlers • Finish assessment • Language intervention	• Chapter 4	• Differential Dx • Role play treatments	Chapter 4 quiz due
5	9/28	Module 1: Toddlers • Finish language intervention • Special populations PBL Case: Helen		• Additional role play of treatments • Practice goal writing	
6	10/5	PBL Case: Helen			Midterm Exam (bring laptop to class)
7	10/12	Module 2: Preschool • Language Assessment	• Chapter 8	• CMD Research Talk (12-1 p.m.) • Critique assessment on video • Review standardized assessments	Chapter 8 quiz due

8	10/19	Module 3: Language Sampling & Analysis	<ul style="list-style-type: none"> •Chapter 1 •Walden, Gordon-Pershey, & Paul (2012) •SUGAR overview 	<ul style="list-style-type: none"> • Review SALT assignment • SALT practice 	Chapter 1 quiz due PBL products: Helen
9	10/26	Module 2: Preschool <ul style="list-style-type: none"> • Language intervention • Preliteracy PBL Case: Michael	<ul style="list-style-type: none"> •Chapter 9 		Chapter 9 quiz due
10	11/2	Module 2: Preschool <ul style="list-style-type: none"> • Language Intervention • Functional Outcomes and FCMs PBL Case: Michael	<ul style="list-style-type: none"> •McCauley & Fey (2006) 	<ul style="list-style-type: none"> • Create functional assessment/t x plans • Sign up for Infographic presentation topics 	Language Sample Assignment
11	11/9	Module 2: Preschool <ul style="list-style-type: none"> • Preliteracy 	<ul style="list-style-type: none"> •Chapter 10 •Connecticut Preschool Curriculum 	<ul style="list-style-type: none"> • Review SALT assignment 	Chapter 10 quiz
12	11/16	Module 4: Infants <ul style="list-style-type: none"> • SLP in the NICU 	<ul style="list-style-type: none"> •Chapter 6 	<ul style="list-style-type: none"> • Goal writing 	Chapter 6 Quiz PBL products: Michael
13	11/23	Thanksgiving break			
14	11/30	<ul style="list-style-type: none"> • Wrap-up • Review for final 		<ul style="list-style-type: none"> • Michael debrief 	Treatment Infographic & presentation

15	12/7	• Final exam			Final Exam (bring laptop to class)
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University Activities Related to Our Course

Plan to attend a CMD Research talks to learn how science can expand our understanding of best practices in SLP. One talk will be required this semester (10/12 from 12:00 – 1:00 p.m.)

Final Grades

Please read this section carefully. Final grades will be determined by student performance according to the following:

Assignments	% of Grade
Treatment infographic and presentations (GROUP)	15
Helen: Problem-based learning activity participation/report out (2%) & product (13%; GROUP)	15
Michael: Problem-based learning activity participation/report out (2%) & product (13%; GROUP)	15
Language sample assignment (INDIVIDUAL)	15
Exams (INDIVIDUAL): Midterm (20%), Final (20%)	40
Passed all pretest quizzes (INDIVIDUAL) with $\geq 70\%$	1 point added to final grade

The final letter grade is assigned as follows:

Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
F	0-59

Student Expectations

Academic Integrity

All university programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the [Graduate Catalogs](#) and on the [Academic Integrity Web Page](#). Academic dishonesty (e.g., cheating, plagiarism, and other unethical behavior) will result in a grade of F for the course.

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University. (University Student Handbook).

Plagiarism means that the work you are turning in is not your own, such as using a paper obtained from the internet as your own, failure to cite material used or quoted, working/consulting with your peers to complete work unless otherwise instructed, or cutting and pasting together work from sources not written by you. Plagiarism is unacceptable for graduate work. All cases of plagiarism will be addressed, initially, between the student and Instructor. If the Instructor believes the violation to warrant it, a formal Report on Violation of Academic Integrity will be submitted to the Dean of the College, who will rule on the consequences. If you have any questions or doubts regarding plagiarism please ask the faculty. It is your responsibility to ensure that no cases of plagiarism are found in your work. Students are encouraged, however, to use a variety of resources in obtaining ideas and illustrations that will help them complete assignments independently. All students are expected to be familiar with the information on plagiarism in the SHU SLP Program Policies and Procedures Manual, and adhere to these guidelines.

Attendance, Tardiness, and Class participation policies

Attendance, Tardiness, and Class Participation policies are stated in the SHU SLP Student Handbook:

- Students are expected to attend, arrive on time, come prepared, and participate in scheduled activities, both the regularly scheduled class time and scheduled Problem-Based Learning sessions (Wednesday, 5-6:30).
- More than one unexcused absence from class or PBL will impact the student's grade.
- *Absences due to illness*. One excused absence will be granted due to illness per semester, with a doctor's note documenting that the student was too ill to attend class. This note must be provided on the next scheduled day of class or practicum. If a note is not provided, the absence will be considered unexcused.
- For each unexcused absence beyond one, the student's overall final grade will be decreased by 5%.

- If a student has three or more unexcused absences over the course of a single semester, the student may receive a grade of F for the course, may be unable to advance to the next level of practicum, and will be at risk for losing their place in the graduate program.
- An 85% attendance rate for all classes is required. An absence rate of greater than 15% in any course for any reason may result in a full letter grade deduction from the final course grade, or in failing the class, at the discretion of the instructor. *Rationale:* The Program uses multiple active and engaged learning strategies in all courses. Workshops, laboratories, problem-based learning, and group experiences cannot be made up or replicated in the event of an absence. Clinical and professional behavior skills critical for practice are learned during in-class experiences.
- In the case of a severe or chronic illness on the part of a student or their dependent over the course of a semester, notify the Program Director, to determine if accommodations can be made or if a leave of absence from the program will be required. Failure to notify the Program Director and DCE in a timely manner may result in unexcused absences being counted against the student's grade.
- Absence or tardiness related to illness or other emergency situation should be discussed with the course instructor as soon as possible. Documentation from a physician will be required for more than one day of absence due to illness, and other types documentation may be required for absences or late arrivals due to reasons other than illness.
- In the event of absence or lateness, it is the responsibility of the student to obtain and learn missed materials from another student or from the instructor.
- In the event of an illness or emergency causing the student to miss an exam or quiz, the student must provide documentation of illness or other emergency. It is the student's responsibility to provide the professor with an MD note from their doctor or copy of Discharge Summary from Student Health Services, and to contact the instructor within 24 hours order to make arrangements for a rescheduling the exam or quiz. instructor has total discretion if and when a missed exam or quiz will be rescheduled.
- Unexcused absences from an examination may result in a failing grade (zero) for that exam.

Competency

In this course, your knowledge will be assessed on the appropriate portions of the exams, or other assignments. Competency of 80% or better on these assessments is necessary to meet certification standards of the Council for Clinical Certification in Audiology and Speech-Language Pathology. Students failing to attain the set criteria on a required competency assessment will be provided a remediation plan and an additional attempt to pass the competency. If students do not pass the competency a second time, one additional remediation will be provided. For students failing to attain the set criteria on a required competency assessment after the third attempt, the department and university are not able to recommend their application for ASHA certification and state licensure, even though they may receive an acceptable course/clinic grade or exceed the minimum GPA.

Multitasking

Students are expected to attend fully to class lectures, activities, student presentations, and interactive group assignments. Although computers (and phones, only with instructor permission) may be used to search for resources during class time, this can only occur with instructor permission. At all other times, computers are to be used **ONLY** for taking notes on class activities. Use of social media or commercial websites is strictly forbidden during class time. Work on classes other than the current one is also strictly forbidden. Infractions of these rules may result in disciplinary action. Although students may use computers to take notes, they should be aware of research that demonstrates that students who take handwritten notes perform better on academic assessments than those who use computers for note-taking (Mueller & Oppenheimer, 2014). Handwritten note-taking is highly recommended.

Mueller, P. & Oppenheimer, D., (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25, 1159-1168. doi:10.1177/0956797614524581.

Policy on Make-up or Late work

With the exception of ticket to class quizzes and exams (not accepted after due date), any assignment submitted past the deadline will be penalized 10% of the grade for each day up to 3 days late. Assignments submitted more than 72 hours late will receive a zero. Ticket to class quizzes will not be accepted after the due date.

Policy on Audiovisual Content

Students must seek permission to record class lectures, as per SHU policy. To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are required to participate, whether in person or via electronic communications. At the professor's discretion, when applicable, he or she may require students to leave their audio and video devices on during the class lectures.

Policy on Syllabus Changes and Contractual Obligations

This syllabus and course outline is subject to change by the instructor during the semester. Changes may be necessary because of students' specific interest(s), the general class progression, and class cancellations. If such changes are implemented, they will be announced in class and posted online. This syllabus and any addendums attached shall not be construed by the student as a contract, implied or expressed, between the student and/or the professor and the University.

Professionalism

Conduct consistent with professional standards is required of all students in class, and anywhere on the SHU campus, or when serving as a representative of SHU in practice or any other setting.

Written work

All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font. All font sizes for typed assignments must be size 11-12. Any font size less than 11 or larger than 12 will be returned for re-typing to required font size. All submitted work must be correct in mechanics (e.g. spelling, grammar, word choice, punctuation, etc.). Points will be deducted for inadequate work. These requirements apply, unless specified otherwise by the instructor. Additionally, APA format is required for written papers, including table, figure, and graph formats, references and citations, and appropriate professional language use.

Use person-first language in written work, to be consistent with IDEA, APA, and ASHA. This emphasizes the person more than the disability (i.e., a child with Down Syndrome, NOT a Down Syndrome child). Be aware that members of some groups, including the Autism and Deaf communities prefer identity-first language. When working with individuals, ask for their preference.

How We Support Your Learning at SHU

Support from Your Instructor

I am ready and eager to support your learning in this course. Weekly office hours are a dedicated time where I am available to meet with you to discuss course content, answer your questions, and provide feedback on assignments. If you have a scheduling conflict with office hours, please email me to schedule an appointment. I look forward to talking with you!

The Center for Teaching and Learning

The Center for Teaching and Learning (CTL) offers the following services free of charge to all SHU students: 1-on-1 tutoring with professional and peer tutors; group study sessions and office hours led by Classroom Learning Assistants (CLAs); specialized Learning Labs in math, biology, and genetics; writing support through the Writing Center and online writing lab (OWL). The University encourages all students to proactively seek academic support.

The CTL is located on West Campus in suite W-223B. Students can schedule tutoring appointments on the tutoring portal. For more information, please contact Lisa Henderson, Coordinator of Learning Support Services, at hendersonl3@sacredheart.edu, or visit our [learning support services webpage](#).

Academic Accommodations & The Office of Student Accessibility

Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the [Office of Student Accessibility](#). Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information about requesting accommodations, please contact Kathy Radziunas,

Director of the Office of Student Accessibility, radziunask@sacredheart.edu, or Laurie Scinicariello, Assistant Director of the Office of Student Accessibility, scinicariello@sacredheart.edu.

Our Commitment to Diversity, Equity and Inclusion

Sacred Heart affirms and strives to make available for every student a learning environment that is welcoming, equitable, and culturally sensitive and is supported by a curriculum that celebrates diverse voices, fosters agency, and encourages the capacity for self-advocacy. Although we at SHU know there is much work to be done, we will do what is needed to advance the cause of social justice on our campus and in the community as we learn together and from each other. To read more, visit the [You Belong at SHU web page](#).

If you have any ideas about ways to enhance your success, please reach out to me. If you feel that you have been mistreated in any way, you are encouraged to submit a [Bias Incident Report](#) or contact diversityandinclusion@sacredheart.edu.

If you are experiencing challenges relating to access to food, housing, technology, or other resources that may affect your performance in this course, you are urged to contact the Dean of Students, Larry Wielk at wielkl@sacredheart.edu.