

**SPLH 840: Language Disorders of Children: Infants and Toddlers
(Spring, 2008)**

INSTRUCTOR: Marc Fey
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CLASS MEETINGS: Monday, Wednesday, 3:15- 4:55, Room 1028: Dykes
Library on 39th St.

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.

Articles & Chapters:

- *Crais, E. R. (1995). Expanding the Repertoire of Tools and Techniques for Assessing the Communication Skills of Infants and Toddlers. *Am J Speech Lang Pathol*, 4(3), 47-59.
- *Fey, M., Warren, S., Brady, N., Finestack, L., Bredin-Oja, S., Fairchild, M., Sokol, S. & Yoder, P.J. (2006). Early effects of responsivity education/prelinguistic milieu teaching for children with developmental delays and their parents. *JSLHR*, 49, 526-547.
- *Girolametto, Pearce, & Weitzman (1996). Interactive focused stimulation for toddlers with expressive vocabulary delays. *Journal of Speech and Hearing Research*, 39, 1274-1283.
- *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.
- *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.

* Paul, R. & Jennings, P. (1992). Phonological behavior in toddlers with slow expressive language development. *JSHR*, 35, 99-107.

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.

**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.

- 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 language, phonological, and reading developmental milestones, as well as physical and cognitive 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, PLS-4, & Reynell) and informal (i.e., syntactic analysis; book reading profile) 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 12	1: Overview of EIS Issues <i>Readings:</i> <ul style="list-style-type: none"> • Crais, E. R. (1995) • Olswang et al. (1998)
Mar 24	2: Assessment Overview <i>Assignment 1 (5%):</i> <ul style="list-style-type: none"> • Heilmann et al. (2005) • Woods and Wetherby (2003)
Mar 26	Quiz 1: EIS Issues 2: Assessment Overview – wrap-up
Mar 31	Quiz 2: Assessment 3: Treatment Overview <i>Readings:</i> <ul style="list-style-type: none"> • McCauley & Fey (2006). Chapter 1 • McCauley & Fey (2006). Chapter 2 • Girolametto et al. (1996)
April 02	3: Treatment Overview - continued 4: Assessing Prelinguistic Communication <ul style="list-style-type: none"> • <i>Assignment 1(10%):</i> Pre-linguistic coding: Due April 14
April 07	Quiz 3: Treatment Overview 4: Assessing Prelinguistic Communication – wrap up
April 09	Quiz 4: Assessing Prelinguistic Communication 5: Assessing Phonology <i>Readings:</i> <ul style="list-style-type: none"> • Paul, R. & Jennings, P. (1992). • <i>Assignment 2 (10%):</i> Phonetic Inventory: Due April 21
April 14	Quiz 5: Assessing Phonology 6: Prelinguistic Milieu Teaching <i>Readings:</i> <ul style="list-style-type: none"> • Warren et al. (2006). Chapter 3. In McCauley and Fey. • *Fey et al. (2006).
April 16	6: Prelinguistic Milieu Teaching – wrap-up
April 21	Quiz 6: Prelinguistic Milieu Teaching 7: Assessing Linguistic Communication
April 23	7: Assessing Linguistic Communication – wrap-up 8: Milieu Treatment <ul style="list-style-type: none"> • Hancock, T. & Kaiser, A. (2006). Chapter 9 in McCauley and Fey • <i>Assignment 3 (10%):</i> MT analysis: Due May 7

April 28	Quiz 7: Assessing Linguistic Communication 8: Milieu Treatment - wrap-up
April 30	Quiz 8: Milieu Treatment 9: Focused Stimulation <i>Readings:</i> <ul style="list-style-type: none"> • Ellis Weismer, S. & Robertson, S. (2006). Chapter 8 in McCauley and Fey.
May 5	10: Assessing Caregiver Behaviors & Responsivity Education <i>Readings:</i> Girolametto, L. & Weitzman, E. (2006). Chapter 4 in McCauley and Fey.
May 7	Quiz 9: Assessing Caregiver Behaviors & Responsivity Ed 11: Early Reading Assessment & Treatment <i>Readings:</i> Cole, K., Maddox, M. & Lim, Y. (2006). Chapter 7 in McCauley and Fey.
May 16	Final (50%) 2:00 – 5:00, Room 1028 Dykes Library

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 nine quizzes (30% of grade), three graded assignments (30% of grade), and the final exam (40% of grade).
 - A. During the 8-week period, 9, 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 lesson as well as related readings. You may drop your lowest quiz score; if you miss a quiz, that will be the single quiz score dropped. Make-up quizzes will not be available. Quizzes will account for 30% of your grade.
 - B. There will be a total of 3 graded assignments, each worth 10 points.
 - C. **There will be an objective final exam, which will account for 40% of your grade.** The final will be given from 3:00 – 5:00 on May 12, pending a group decision to change the exam time.
 - D. Your grade will consist of the following:

Average of 8 Highest Quizzes	30%
Assignment 1	10%
Assignment 2	10%
Assignment 3	10%
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.