

Syllabus: SPPA 6650-Summer 2013
Instructor: Bridget Valla, M.S.-CCC/SLP
Tuesday and Thursday, 1:45-5:00 PM
July 1st-August 7th
Office hours: 8-1:30 M-Th
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Course Overview:

Part H of Public Law 99-457, enacted in 1986, added to the Education of the Handicapped Act a new program to encourage states to establish comprehensive multidisciplinary systems of early intervention services. Part H implemented in order to:

1. Enhance the development of infants and toddlers with handicapping conditions and minimize their developmental delay(s);
2. Reduce the need for special education and related services once these toddlers reach three years of age;
3. Maximize the likelihood that these children with handicapping conditions will lead productive lives in the community in the future; and
4. Enhance the capacity of families to meet the needs of infants and toddlers who have handicapping conditions.

This course will cover a variety of topics specific to infants, toddlers, and their families. Upon completion, participants will:

1. Have detailed knowledge of the “whole child” development ages birth to 36 months;
2. Be capable of distinguishing atypical/disordered, delayed and normal developmental profiles;
3. Be familiar with diagnostic and therapeutic techniques used with infants and toddlers;
4. Have knowledge of family-centered care and counseling techniques;
5. Receive an overview of medical issues, including sensory integration, oral motor/feeding, NICU environment, and nutrition.

Assignments and Grading Criteria

A. Child Observation Assignment

As Speech Language Pathologists we are often the first person of the birth to three team to start providing services. The purpose of this project is to emphasize how typically developing mile stones (e.g. fine motor, gross motor, oral-motor/feeding, cognitive, etc.) affect speech and language skills. Speech Pathologists may also be acting as service coordinators and may need to assist in making appropriate referrals for other services such as physical therapy/occupational therapy evaluations, etc. Each student will complete 3 observations of typically developing children, one from each of the following age groups: 6 weeks to 12 months, 13 months to 24 months, and 25-36 months. This

assignment may be done alone or in pairs, but each student must submit his/her own paper. The observations should be typed and double spaced. Each of the observations from each age group should include descriptions of the child's oral-motor/feeding skills, speech and language skills, fine motor skills, gross motor skills, play skills and **how all of these skills affect the child's communication skills and if each of these skills the child displays is age appropriate or if the skills are delayed. Please give example of all of the above mentioned areas for each observation.**

This assignment is worth a maximum of 100 points and is due **July 17th**.

B. In-service Program

Speech Language Pathologists are often asked to provide in service programs on various topics to various groups. For this assignment, you are an SLP who has been asked to present a 1 hour in-service program at an urban child care center for a group of child caregivers and parents about a syndrome. The child caregivers are African American, Asian American, Hispanic, Native American, and White. The socioeconomic status of the children's families range from lower to upper-middle (SES). Students may complete this assignment individually or in collaboration with one or two other students. Students who collaborate on the assignment will receive the same grade; thus, the students should assume equal responsibility for the assignment and presentation.

The in-service should include:

- Detailed notes, in outline form, incorporating the topics to be addressed in the in-service and the information to be presented to the teachers and parents
- Identification and brief descriptions of two relevant and appropriate web sites that the child caregivers and parents could access for additional information; include the address, phone number, and address for each web site
- Copies of handouts to be provided to the child caregivers and parents
- List of complete references used in preparing the in-service program materials
- References that are used to prepare the in-service should emphasize professional publications (i.e. journal articles and books), as those publications are peer reviewed; use of websites used as references should be limited to a total of three
- Topic for In-service needs to be handed in on July 20th
- All materials must be typed and double-spaced.

Total number of points that can be earned for the in-service is 100.

The assignment is due at the beginning of class on **July 30th**.

The topic due date is **Thursday July 10th**.

C. Daily Quizzes:

Quizzes will be given at the end of each class to review information from the lecture. Failure to complete the quiz will result in 10 points off your final grade. Make-up for the quiz will only be allowed with an excused absence as defined below.

The total of all the quizzes will be worth 50 points to your final grade.

D. Written Exam

A final examination will be administered on August 7th. The exam will consist of true-false, multiple choice; fill in the blank and short answer questions. The final exam is worth 100 possible points.

Attendance:

Attendance is expected at all class meetings. **If you do not have an excused absence 10 points will be taken off your grade for each class not attended.** Make-up activities will not be offered without an official excuse. Excused absences can only be allowed if all missed content can be completed during the course.

Acceptable anticipated absences:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.

Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

Web Restrictions:

Students may utilize their laptop in class to assist with note taking and class assignments. In addition you may have cell phones (including smart phones and those with internet access) in class provided that **they are silenced and not utilized** during class time. These devices may be used in class only for class activities. Students **may not** extend to web surfing, e-mailing, texting or work on other materials not related to current material being covered in class, as this is a distraction to the learning environment. Failure to adhere to this policy will result in a penalty of 25 points off the final grade per violation, with no ability for appeal. You will be notified in class or via e-mail if you are found to be in

violation of this policy. This is expected of medical and school professionals, and will be expected of you in your medical and school placements.

Please Note: **Attendance is expected for all sessions.** Please see Marquette University's Policy and Procedures for lack of attendance at classes as this will be followed. Any assignment turned in late will be deducted a letter grade each day it is late.

Grading for the course will be determined as follows:

350-333: A
332-322: AB
321-305: B
304-293: BC
292- 275: C
274 or below: F

**IMPORTANT- TUESDAY JULY 8TH CLASS WILL NOT BE IN 038!!
(We will be in the aphasia suites)**

Course Syllabus:

Tuesday, July 1st

- Introductions, syllabus, assignments, grading review, and course goals reviewed and clarified as needed
- Lecture on PL 99-457 and IDEA reauthorization and HFS 90
- Natural Environments
- IFSPs

Assignments:

1. HFS 90
2. Ensher and Clark: Chapter 21: Home and school Programs for Infants and Young Children with Special Needs, pages 335-352.
3. Ensher and Clark: Chapter 22: Putting It All Together, pages 353-358

Suggested Readings:

1. Ensher and Clark: Chapter 1: Families, Infants, and young Children” new Challenges to Best Practice
2. Rossetti: Chapter 1-Populations at Risk for communication Delay, pages 1-36.

Thursday, July 3rd

- Lecture on Typical Development
- Videos and Discussion, typical development: age birth – 6 months

Assignment:

Alexander, R.; Boehme, R., Cupps, B., *Normal Development of Functional Motor Skills*, pages 1-125 and pages 221-226

Suggested Reading:

Ensher and Clark Chapter 2: Pregnancy, Labor, and Delivery, pages 17-27

Tuesday, July 8th

- Lecture on typical development: age 6-12 months
- Videos and discussion, typical development: age 6-12 months
- Begin lecture on typical and atypical development and assessment

Assignment: Alexander, R.; Boehme, R.; Cupps, B.; *Normal Development of Functional Motor Skills*, pages 127-220 and pages 227-231.

Suggested Reading:

1. Evans, S. and Dunn Klein, M: *Pre-Feeding Skills*, Chapter 4 “Anatomy and Physiology of Eating pp 43-56.

Thursday, July 10th

Topic for In-service Due

- Finish Normal development Birth to 3 years
- Baby observations

Tuesday, July 15th

- Lecture on Normal Development vs. Abnormal Development
- Speaker: Lisa Vander Geeten-Pediatric Physical Therapist from Columbia-St. Mary’s Hospital, Milwaukee

Assignment: Evans Morris, S. and Dunn Klein, M: *Pre-Feeding Skills*, Chapter 15, “Positioning and Handling Influences on the Mealtime”

Suggested Reading:

Baily D. and Worley, M. *Assessing Infant and Preschoolers with Handicaps (1989), chapter 16*

Thursday, July 17th
Observations due

- Lecture: Feeding Assessments and Feeding Skills for Birth-to-Three Children

Speaker: Katherine Frontier, MS, CCC-SLP from Children's Hospital of Wisconsin

Assignment:

1. Klein, M. and Delaney, T.: *Feeding and Nutrition for the Child with Special Needs*, pages 205-282
2. Ensher and Clark, Chapter 13 The Interface of Physiology and Medical Environments, pages 211-221
3. Ensher and Clark, Chapter 20 The Neonatal Intensive Care Units, pages 319-334

Tuesday, July 22nd

- Lecture: The NICU and the role of the SLP
1. Assignment: Evans Morris, S and Dunn Klein, M: *Pre-Feeding Skills*, Chapter 5
 2. Ensher & Clark; Chapter 3: Evaluation and Care of the Neonate, pages 29-38
 3. Ensher & Clark; Chapter 9: Respiratory Distress in Newborns, pages -159-170
 4. Ensher & Clark; Chapter 10: Nutrition and Feeding Problems, pages 171-180

Suggested Reading:

1. Rossetti, Chapter 4: General Considerations for Communication-Based Intervention, pages 165-209
2. Ensher & Clark, Chapter 5: Neonatal Neurology, pages 61-91

Thursday, July 24th

- Sensory Integration-What is sensory integration, how it may affect children and their language skills
- Speaker: Jayne Emerson, Occupational Therapist from Penfield Children's Center

Assignment:

1. Ensher and Clark, Chapter 8: Sensory Processing Disorders: A Teacher's Perspective, Pages 139-158

Tuesday, July 29th

- Lecture on Assessment, Interaction, and Service Delivery Models (multidisciplinary, interdisciplinary, transdisciplinary, consult)

Assignment:

1. Ensher and Clark Chapter 3: Evaluation and Care of the Neonate, pages 29-38
2. Ensher and Clark Chapter 6: Performance Assessment, pages 93-10

Suggested Reading:

1. Rossetti, Chapter 3 Assessment of Socio Communicative Skills in Infants and Toddlers
2. Rossetti, Chapter 3, appendix 3-A: Selected Infant-Toddler Assessment Instruments, pages 152-163

Rossetti, Chapter 4, General Considerations for Communication-Based Intervention

Thursday, July 30th

In-service Projects due

- Start In-service Project Presentations

Tuesday August 5th

- Finish in-service Project Presentations
- Lecture on Communication and Counseling parents

Assignment:

1. Ensher and Clark: Chapter 4: The Family as Foreground, pages 39-58
2. Ensher and Clark: Chapter 15: Cultural Diversity, pages 237-247
3. Ensher and Clark: Chapter 17: The Web of family Abuse, Neglect, and Violence, pages 273-286

Suggested Readings:

1. Ensher and Clark: Chapter 18: Parents with Developmental Disabilities Caring for Infants and Young Children, pages 287-296
 2. Ensher and Clark: Chapter 19: Teen Parents, pages 297-315
- Rossetti, Chapter 5: Keeping the Conversation Going: Specific Strategies for Communication-Base Intervention, pages 183-228

Thursday, August 7th

Final Exam