

CD 480 Syllabus and Class Schedule

Course Description:

Study of typical and atypical child development from birth to primary years, including cognitive, physical and emotional development. The origins and classification of developmental communication disorders including prevention, assessment and intervention management of at-risk and developmentally delayed children, birth to 5 years.

Course Objectives:

At the conclusion of this course, students are expected to meet the following objectives:

1. Knowledge of the philosophical orientation and legal mandates for early intervention with developmental disorders.
2. Knowledge of pre-natal, newborn, and early childhood development, including cognitive, physical, social emotional development, language and literacy.
3. Knowledge of typical and atypical development from birth to preschool ages.
4. Knowledge of disability classifications and risk factors associated with developmental disorders.
5. Knowledge of various disorders in childhood with associated symptoms and characteristics.
6. Knowledge of prevention, assessment and intervention methodologies for communication delays and disorders involving at-risk and developmentally delayed infants, toddlers and preschoolers.

Required TEXT: *Early Childhood Development: A Multicultural Perspective 6th edition.*
Jeffrey Trawick-Smith (2014)

Knowledge and Skills Analysis (KASA) for Department Majors

For majors in speech-language pathology and audiology, this course contributes
to: Standard III-B: Basic Communication Processes

- Neurological
- Psychological

- Developmental/Lifespan
- Linguistics
- Cultural
- Swallowing Processes

Standard III-C: Knowledge of Disorders

Receptive and Expressive

Language

- Etiologies
- Characteristics

Hearing and Impact on Speech and Language

- Characteristics

Cognitive Aspects of Communication

- Etiologies
- Characteristics

Social Aspects of Communication

- Etiologies
- Characteristics

Communication

Modalities

- Etiologies
- Characteristics

Standard III-D: Prevention, Assessment and Treatment

Methodology Articulation

- Prevention
- Assessment
- Intervention

Receptive and Expressive Language

- Prevention
- Assessment
- Intervention

Cognitive Aspects of Communication

- Prevention
- Assessment
- Intervention

Social Aspects of Communication

- Prevention
- Assessment
- Intervention

Communication
Modalities

- Assessment
- Intervention

on Standard III-E:
Knowledge

Standards for ethical

conduct Standard III-G:

Knowledge

Contemporary Professional Issues

Standard III-H: Knowledge

Certification, specialty recognition, licensure, and other relevant
professional credentials

Standard IV-B

Oral and written and other forms of

communication Standard IV-F: Skills

Experience with individuals from culturally and linguistically
diverse backgrounds

Standards in Reference to CTC, Credential Program

Standard A: Program Design

Standard II - Students acquire knowledge of IFSPs through readings, lecture and
examinations. (Units I, IV)

Standard III - Students acquire understanding and acceptance of culturally diverse
families including those with gender identity differences by writing a
paper, group discussion, and examination (unit VIII)

Standard IV - Students obtain information about communicating effectively during
IFSP, IEP, and 504 meetings based on readings, lecture and
examinations.

Course Units and Reading Assignments: This general course outline is subject to change as
determined by the instructor. Additional readings could be assigned throughout course.
Check Moodle regularly to check for updated reading assignments.

Course Requirements:

- ✓✓ **Weekly reading assignments** are required which should be completed prior to each class. Reading assignments will be detailed in your course outline or Canvas and will consist of chapters from your textbook, articles or other resources.
- ✓✓ **Regular class assignments** that will be completed during class or at home and must be handed in at the end of class or at the designated due date. They are worth 15 points each, and will be turned in as either a group or individual assignment. **There will be no make-up assignments due to absence, unless there is a written explanation of the absence prior to class and the instructor determines if it is a valid absence according to class policies.**
- ✓✓ **Tests/Final Exam:** There will be 4 quizzes during the semester and a 2-hour final exam. Quizzes will cover lectures, assigned readings, hand-outs, videos, and/or information from discussions or guest lectures. The final exam will be cumulative. Test questions will consist of multiple choice, T/F, short answer and/or essay format.
- ✓✓ **Projects:** There will be one project and one group presentation during the course. Detailed instructions and due dates will be located in Canvas.

Team participation and cooperation will be essential in group projects and assignments. All team members are required to assume equal responsibility in planning and executing all assignments and projects, and will be graded on successful team work.

✓✓ **Attendance and Participation/Engagement**

Attendance and active participation are an important component of the class. Fifteen points will be assigned at the end of the course which relate to the student's attendance record (includes being on time and staying for the whole session), initiating/engaging in discussions in class, reading all assignments prior to each class, posting or handing in all assignments on a timely basis, exhibiting active listening skills, and adding value to the class experience.

Attendance and Participation **Evaluation Excellent participation (15-12 points)**

- Not missing more than one class session. Always on time and stays the whole session.
- Active, enthusiastic involvement in class discussions and activities
- Using understanding of course materials to explain or support comments
- Asking thoughtful questions relevant to course materials
- Promoting discussion through engaged listening and encouraging

responses from classmates without dominating the conversation

- Valuably contributing to small group assignments and discussions
- Thoughtful and creative completion of written tasks

Acceptable participation (11 – 7 points)

- Not missing more than two class sessions. Late and/or leaves early.
- Actively listening during class discussions
- Demonstrating some understanding of course materials
- Actively participating in small group activities
- Demonstrating understanding of developmental topics in responses

Unacceptable participation (6-0 points)

- Missing/late more than 2 class sessions. Pattern for being late and/or leaving early.
- Attending class, but not being physically or cognitively engaged (e.g. not listening nor attempting to participate in class discussions or small group activities, looking at internet/phone, working on other work, etc.)
- Making non-constructive or disrespectful comments during class discussions
- Little or no thought given in written responses

Course Policies:

1. Every student is expected to arrive to class with the assigned reading for that day completed in preparation for participation in class lectures, discussions, tests and activities. Please check Canvas regularly for additional readings for the next class.
2. Due to the nature of class assignments and discussions, not included in the textbook, class attendance and participation is critical for this class. Attendance will be taken at the beginning of class. An absence will be excused for a compelling reason as determined by the instructor. The instructor must be notified by email prior to the missed class in case of illness or emergencies, or within 24 hours for special circumstances. A missed class because of work and other personal commitments or activities will be considered an unexcused absence. Refer to attendance policy above.
3. Tests will cover class lectures, handouts, textbook and other assigned readings and discussions. Students are responsible for obtaining notes, handouts, and information from discussions or lectures when not in class.
4. Make up exams will be permitted for a confirmed illness or emergency ONLY. The student must email the instructor 24 hours in advance or as soon as possible with a valid explanation. A physician's note will be required for an illness.
5. Cell phones must be turned to off or on silent mode. There will be no texting in class.
6. Laptops, ipads, and other tablets can be used in class to take notes and engage in activities related to the class. However, any electronic devices (including Smart phones) are strictly prohibited for outside personal use or activities outside the scope of this class. Any student using any electronic device for outside purposes will NOT be allowed to use them during class time.

7. Video recording of lectures and class activities is strictly prohibited. Class lectures can only be recorded with written permission from the instructor.

8. Make-up date for the final exam is the departments' universal make-up date. Any make up final exam must be requested no later than 9:00AM on the day of the scheduled exam, and will ONLY be given for illness or emergency at the discretion of the instructor.

9. Consistent with CD department policy, all students must maintain a GPA of B or better to continue in the Clinical Practica. The following scale is used to assign the final letter grade. (plus/minus grading is not used for the final course grade).

A=90%, B=80%, C=70%, D=60%, F=<60%

Course Points:

Activity	Value of Activity	Total Points
Class Assignments	4 Assignments, 15 points each	60
Tests	4 Tests, 50 points each	200
Projects & Presentation	1 Project & Presentation, 50 points each	100
Final Exam	1 final exam	125
Attendance/Participation	Active participation & regular attendance	15
Total Course Points		500

10. We teach all our students to behave in a manner consistent with the Code of Ethics in our field. We want to remind all students that you are in a training program and must treat all people you encounter, including clients who attend our clinics, their family members, fellow students, office staff, instructors and supervisors with the utmost respect. Disrespect for instructors and supervisors will not be tolerated and could result in immediate removal from the classroom or clinic.

8. For those who have a disability or need accommodations, you can register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). If you need accommodations, please email or meet with the instructor at the beginning of the course to discuss accommodations.

9. This syllabus is a general plan that may be changed at the discretion of the instructor as necessary. Modifications will be announced in class or through Canvas Announcement Forum. Therefore, Canvas must be checked regularly for announcements and updates.

The California State University Northridge policy on academic dishonesty will be strictly enforced. In part, it states that,

The maintenance of academic integrity and quality education is the responsibility of each student

within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction.

Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs.

Course Outline

LESSON 1 Introduction to Early Intervention: The History and Philosophy behind early intervention and ethical and legal issues and mandates surrounding services for students with disabilities; Using multiple sources of information to assess and monitor pupils eligibility for service; and evidence based theories and practices to provide services to children with disabilities and their families.

Reading:

CTCPD **2a, 2b, 5a, 5d**

LESSON 2 Family and Cultural Issues in Early Intervention; Overview of IFSP; Participation in the Service Delivery Team; the History and Philosophy behind early intervention and ethical and legal issues and mandates surrounding services for students with disabilities; Using multiple sources of information to assess and monitor pupils eligibility for service; and evidence based theories and practices to provide services to children with disabilities and their families (continued); Typical and atypical milestones of Speech & Language development; recognition of diversity and its implications;

Reading:

Assignment 1: IFSP Assignment

CTCPD **2a, 2b, 3a, 5a, 5b, 8a**

CTCSLP **2a**

LESSON 3 Theories of Child Development
Prenatal and Newborn Development

Reading:

Test 1- Objective multiple choice, true-false and or Fill-in- the blanks covering: Law and Policy and Service Delivery; Participation in the Service Delivery Team; the History and Philosophy behind early intervention and ethical and legal issues and mandates surrounding services for students with disabilities; using multiple sources of information to assess and monitor pupils eligibility for service; and evidence based theories and practices to provide services to children with disabilities and their families; typical and atypical milestones of Speech & Language development; recognition of diversity and its implications.

CTCPD 2a, 2b, 3a, 5a, 5b, 8a

LESSON 4 Development of Infants and Toddlers- Part I: : Prenatal and Newborn Development covering the theories of development and principles and practices leading to literacy in English; and typical and atypical milestones of speech and language development.

CTCPD 3b;
CTCSLP 2a

Reading:

Assignment 1 due
Assignment 2

LESSON 5 Development of Infants and Toddlers- *Part II*

Reading:

Assignment 2 due

Test 2- Objective multiple choice, true-false and or Fill-in- the blanks covering: Prenatal and Newborn Development, theories of development and principles and practices leading to literacy in English; and typical and atypical milestones of speech and language development.

CTCPD 3b;
CTCSLP 2a

LESSON 6 Development of Preschoolers

Reading:

Assignment 3: Infant, Toddler and Preschool Development

LESSON 7 Early Communication Disorders/Suspected Childhood Apraxia of Speech; implementing evidence based and multifaceted methodologies to provide services to children from diverse populations and across a wide range of speech and language

disabilities.

CTCPD 3c;

CTCSLP 1b, 2d, 3a, 3b

Reading:

Test 3- Objective multiple choice, true-false and or Fill-in- the blanks covering: Development of Infants, Toddlers and Preschoolers; implementing evidence based and multifaceted methodologies to provide services to children from diverse populations and across a wide range of speech and language disabilities.

CTCPD 3c;

CTCSLP 1b, 2d, 3a, 3b

❖❖ Assignment 3 due

LESSON 8 Early Communication Disorders/Autism Spectrum Disorders

Reading:

Project 1 due- Child Development Guide for Parents: Birth to 3 years

LESSON 9 Assessment in Early Intervention: Considerations of the impact of diversity (cognitive, cultural, religious etc) on assessment for the purposes of developing rehabilitative programs that meet the children's needs. Local, State and Federal assessments and accountability systems.

CTCPD 5b, 5c, 5d;

CTCSLP 2c

Reading:

LESSON 10 Early Intervention Models

Reading:

Test 4- Objective multiple choice, true-false and or Fill-in- the blanks covering Early Communication Disorders. Assessment in Early Intervention: Considerations of the impact of diversity (cognitive, cultural, religious etc) on assessment for the purposes of developing rehabilitative programs that meet the children's needs. Local, State and Federal assessments and accountability systems.

CTCPD 5b, 5c, 5d;

CTCSLP 2c

and Assignment 4- Case History Assignment

LESSON 11 Sensory Integration Disorders including Feeding and Swallowing Issues in

Early Childhood, the anatomical structures and physiological processes involved, and the problems associated with certain developmental disorders.

LESSON 12: Early Intervention Therapy Models including a wide range of intervention strategies for speech, language and swallowing; and therapy strategies suited to culturally, linguistically and socioeconomic diverse populations; the use of interpreters as warranted and facilitating second language acquisition; and the deployment of Augmentative and Alternative devices for non verbal children such as those with autism or severe motor disorders; and consultation and collaboration with educators to determine modification in the training program.

CTCPD **6c**;
CTCSLP **5a, 5c, 5b, 5d, 7b**.

Reading: Assignment 4 due

LESSON 13 *Holiday (no class)*

LESSON 14 Group Presentations: Early Intervention Methods/Approaches

LESSON 15 Group Presentations: Early Intervention Methods/Approaches

Final Exam - Objective multiple choice, true-false and or Fill-in- the blanks covering:

Early Intervention Therapy Models including a wide range of intervention strategies for speech, language and swallowing; and therapy strategies suited to culturally, linguistically and socioeconomic diverse populations; the use of interpreters as warranted and facilitating second language acquisition; and the deployment of Augmentative and Alternative devices for non verbal children such as those with autism or severe motor disorders; and consultation and collaboration with educators to determine modification in the training program.

CTCPD **6c**
CTCSLP **5b, 5d, 7b**

CD 480
EARLY INTERVENTION
Linking Document

CTCPD								
Standard + page number								
	2a	p.7		2a	p.7		2a	p.8
	2b	p.7		2b	p.7		2b	p.8
				3a	p.7		3a	p.8
				3b	p.8		3b	p.8
				3c	p.9		3c	p.9
	5a	p.7		5a	p.7		5a	p.8
	5d	p. 7		5b	p.9		5b	p.9
				5c	p.9		5c	p.9
				5d	p.9		5d	p.9
				6c	p.10		6c	p.10
				8a	p.7		8a	p.8

Legend: Introduced, Practiced, Assessed					
CTCSLP					
Standard + page number					
	1b	p.9		1b	p.9
	2a	p. 7		2a	p. 8
	2c	p.9		2c	p.9
	2d	p.9		2d	p.9
	3a	p.9		3a	p.9
	3b	p.9		3b	p.9
	5a	p. 10		5c	p. 10
	5b	p. 10		5b	p.10
	5d	p. 10		5d	p.10

	7b	p. 10		7b	p.10
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