



**Course** COMD 7v82-001- Birth to Three  
**Professor** Jenny Brown, MS, CCC/SLP &  
Jenny McGlothlin, MS/CCC/SLP  
**Term** Spring 2008 January 9-April 23  
**Meetings** Wednesdays 2:30-4:15 J108

#### **Professor's Contact Information**

**Office Phone** Jenny Brown 214-552-8255/ Jenny McGlothlin 214-905-3014  
**Other Phone** Jenny McGlothlin 214-769-1591  
**Office Location** Jenny McGlothlin A256

**Email Address** [jennybrown06@yahoo.com](mailto:jennybrown06@yahoo.com) / [jmcglothlin@utdallas.edu](mailto:jmcglothlin@utdallas.edu)

**Office Hours** By appointment

#### **General Course Information**

**Pre-requisites, Co-requisites, & other restrictions** None

#### **Course Description**

This course covers assessment and intervention for infants and toddlers with a variety of speech, language, feeding and oral motor disorders. Typical development as well as atypical development will be overviewed, as will the importance of partnering with families regardless of treatment setting. Students are required to purchase two books and pay a small supply fee.

**This course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this course are: III-B, III-C, III-D, III-E, III-F, III-G, IV-B, IV-G.**

#### **Learning Outcomes**

Students will:

1. Describe the legislative foundation for early intervention. (III-E, III-G)
2. Describe typical communicative, cognitive, motor, and feeding development. (III-B)
3. Apply and explain the assessment process and techniques for speech, language and feeding evaluation of infants and toddlers in early intervention and interpret assessment finding. (III-B, III-C, III-D)
4. Develop skills necessary to independently analyze and interpret assessment data to plan appropriate intervention. (III-C, III-D)
5. Write a diagnostic evaluation report and treatment plan for communication and feeding disorders. (IV-B)
6. Develop knowledge about evaluation of patient progress and treatment efficacy. (IV-G)
7. Describe specialized services in early intervention. (III-B, III-C, III-D, III-G, IV-G)

8. Choose, review, and analyze a research article regarding evaluation or treatment of communication or feeding disorders in early intervention. (III-F, III-G, IV-B)
9. Describe ethical considerations and professional issues that relate to early intervention. (III-E, III-G).
10. Discuss cultural and contextual issues as they relate to the practice of speech language pathology in early intervention. (III-D)

**Required Texts &  
Materials**

1. Communication Intervention: Birth to Three, 2<sup>nd</sup> Edition, Louis M. Rossetti
2. Pre-Feeding Skills: A Comprehensive Resource for Mealtime Development, 2<sup>nd</sup> Edition, Suzanne Evans-Morris & Marsha Dunn-Klein

\*\*Class lecture notes will be posted on Web CT. Please print out the Power Point handouts prior to class so you can use them to take notes efficiently.

**Assignments & Academic Calendar**

**These descriptions and timelines are subject to change at the discretion of the instructor. All classes will include a participation exercise.**

January 9	Introduction Philosophies in Birth to Three Intervention Rossetti Chapter 6
January 16	Typical Development Relationship between areas of development Rossetti Chapter 2 and Readings
January 23	Atypical Development Home Visiting Grief Cultural Differences Rossetti Chapter 1 and Readings
January 30	Introduction to Assessment Interpreting Results Reporting Results Rossetti Chapter 3 <i>Article Review 1 Due</i>
February 6	Assessment Practice of Language in Toddlers Report Writing
February 13	Communication Intervention – Prelinguistic Intervention Rossetti Chapter 4
February 20	Communication Intervention – Building Conversations Rossetti Chapter 5 <i>Midterm Project Due</i>
February 27	Writing goals and monitoring progress in a variety of settings Readings

- March 5 Dental Development  
 Articulation Development & Disorders  
 Motor Speech Disorders in Toddlers  
 Readings
- March 12 No Class- SPRING BREAK
- March 19 In-class Quiz: Dental, Articulation, & Motor Speech  
 Typical Oral Motor & Feeding Development  
 Positioning and Handling Influences on Mealtime  
 Morris & Klein- Chapters 5 & 15
- March 26 Abnormal Oral Motor Patterns/Problems with Feeding Processes  
 Morris & Klein- Chapters 6 & 7
- April 2 Assessment of Oral Motor & Feeding Skills/ Report Writing  
 Morris & Klein- Chapters 9 & 18, Feeding Protocols, Beckman Protocol  
*Article Review 2 Due*
- April 9 Setting Priorities and Writing Goals  
 Morris & Klein- Chapters 10 & 11
- April 16 Feeding and Oral Motor Therapy  
 Morris & Klein- Chapter 12
- April 23 Sensory Challenges of Mealtime/Food Transitions  
 Morris & Klein- Chapter 14  
*Final Project Due*

**GRADING POLICY:**

Acquired knowledge will be assessed through the writing of a diagnostic report and treatment plan for each of the two sections of the course, communication and oral motor/feeding. Information presented in lectures, readings and videotapes will be incorporated into projects. Knowledge will be applied and skills demonstrated via class discussion, article reviews, written reports and treatment plans.

There will be two projects, one for the first half of the class covering communication disorders and one for the second half covering oral motor and feeding disorders, each counting for 35% of your grade. Two articles will be reviewed, summarized, and critiqued, each counting for 10% of your grade.

Class participation exercises, in-class quizzes, and discussion of course readings will count for 10% of your grade.

**ASHA STANDARDS ADDRESSED IN THIS CLASS:** How knowledge is conveyed and how knowledge and skill acquisition will be demonstrated:

**Standard III-B**

The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Specific knowledge will be demonstrated in this class in the area of communication and the psychological and developmental bases for feeding processes.

Knowledge will be conveyed via class lectures, videotapes, and readings.

Acquisition will be demonstrated via class discussions, projects, hands-on oral motor and feeding evaluation, and article reviews.

**Standard III-C**

The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge will be demonstrated in this class in the area of speech, language, communication and oral motor/feeding disorders.

Knowledge will be conveyed via class lectures, videotapes, and readings.

Acquisition will be demonstrated via class discussions, projects, hands-on oral motor and feeding evaluation, and article reviews.

#### **Standard III-D**

The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Knowledge will be conveyed via class lectures, videotapes and readings.

Acquisition will be demonstrated via class discussions, review of assessment and therapy sessions, projects, hands-on oral motor and feeding evaluation, and article reviews.

#### **Standard III-E**

The applicant must demonstrate knowledge of standards of ethical conduct.

Knowledge will be conveyed via class lectures and readings.

Acquisition will be demonstrated via class discussions, projects, hands-on oral motor and feeding evaluation, and article reviews.

#### **Standard III-F**

The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Knowledge will be conveyed via class lectures and readings.

Acquisition will be demonstrated via class discussions, projects, and article reviews.

#### **Standard III-G**

The applicant must demonstrate knowledge of contemporary professional issues.

Knowledge will be conveyed via class lectures and readings.

Acquisition will be demonstrated via class discussions, projects, and article reviews.

#### **Standard IV-B**

The applicant must possess skill in oral and written communication sufficient for entry into professional practice.

Knowledge will be conveyed via class lectures and readings.

Acquisition will be demonstrated via class discussions, projects, and article reviews.

#### **Standard IV-G**

The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes: Evaluation, Intervention, and Interaction and Personal Qualities.

Knowledge will be conveyed via class lectures and readings.

Acquisition will be demonstrated via class discussions, projects, hands-on oral motor and feeding evaluation, and article reviews.

#### **Students will demonstrate the following skills:**

1. Differentiate typical vs. atypical development, with specific emphasis on communication development, in infants and toddlers.

As measured by:

Successful completion of class projects

Successful completion of readings and participation in discussion

Successful completion of article reviews

2. Demonstrate knowledge of IDEA and Early Childhood Intervention programs and services.  
As measured by:  
Successful completion of class projects  
Successful completion of readings and participation in discussion
3. Demonstrate knowledge of an Individualized Family Service Plan (IFSP)  
As measured by:  
Successful completion of class projects  
Successful completion of readings and participation in discussion
4. Describe the differences between service delivery options with infants and toddlers.  
As measured by:  
Successful completion of class projects  
Successful completion of readings and participation in discussion  
Successful completion of article reviews
5. Demonstrate knowledge of components of the communication assessment including: standardized and non-standardized instruments, criterion-referenced assessments, present level of performance, and parent input.  
As measured by:  
Successful completion of class projects  
Communication Evaluation  
Successful completion of readings and participation in discussion
6. Identify and document appropriate communication and developmental terminology to be used for documentation/report writing.  
As measured by:  
Successful completion of class projects  
Communication Evaluation
7. Demonstrate knowledge of dental development in infants and toddlers.  
As measured by:  
Successful completion of quizzes  
Successful completion of class projects  
Oral motor examination and feeding evaluation
8. Demonstrate knowledge of articulation development and motor speech disorders in infants and toddlers.  
As measured by:  
Successful completion of quizzes  
Successful completion of class projects  
Oral motor examination
9. Differentiate normal vs. abnormal oral motor patterns in infants and toddlers.  
As measured by:  
Successful completion of class projects  
Oral motor examination
10. Describe positioning and handling techniques that can influence feeding processes in infants and toddlers.  
As measured by:  
Successful completion of class projects  
Completion of readings and participation in discussion

11. Interpret, integrate and synthesize assessment information to develop a diagnostic report and make/write appropriate recommendations for an intervention/treatment plan.  
 As measured by:  
 Successful completion of class projects  
 Communication Evaluation  
 Oral motor examination and feeding evaluation
  
12. Discuss and develop measurable and achievable goals that would meet a client's needs and target functional outcomes.  
 As measured by:  
 Successful completion of class projects  
 Successful completion of article reviews
  
13. Identify and document appropriate oral motor and feeding terminology to be used for documentation/report writing.  
 As measured by:  
 Successful completion of class projects  
 Oral motor examination and feeding evaluations
  
14. Identify roles and responsibilities of other professionals on the early intervention and feeding team.  
 As measured by:  
 Successful completion of class projects  
 Successful completion of article reviews
  
15. Identify standards of ethical conduct as they relate to early intervention, specifically in communication and oral motor and feeding therapy.  
 As measured by:  
 Successful completion of class projects  
 Successful completion of article reviews

**Course Policies**

<b>Grading (credit) Criteria</b>	<p>Acquired knowledge will be assessed through the writing of a diagnostic report and treatment plan for each of the two sections of the course, communication and oral motor/feeding. Information presented in lectures, readings and videotapes will be incorporated into projects. Knowledge will be applied and skills demonstrated via class discussion, article reviews, written reports and treatment plans.</p> <p>There will be two projects, one for the first half of the class covering communication disorders and one for the second half covering oral motor and feeding disorders, each counting for 35% of your grade. Two articles will be reviewed, summarized, and critiqued, each counting for 10% of your grade.</p> <p>Class participation exercises, in-class quizzes, and discussion of course readings will count for 10% of your grade.</p>
<b>Extra Credit</b>	Extra credit will be discussed on a case by case basis.
<b>Late Work</b>	
<b>Class Attendance</b>	Class attendance is mandatory. In-class participation and quizzes will be given during class and will be included in grading.
<b>Classroom Citizenship</b>	Discussion and questions are welcomed.
<b>Field Trip Policies Off-Campus</b>	<i>Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the</i>

<b>Instruction &amp; Course Activities</b>	<p><i>website address</i>  <a href="http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm">http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm</a>. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.</p>
<b>Technical Support</b>	<p>If you experience any problems with your UTD account you may send an email to: <a href="mailto:assist@utdallas.edu">assist@utdallas.edu</a> or call the UTD Computer Helpdesk at 972-883-2911.</p>
<b>Student Conduct and Discipline</b>	<p>The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, <i>A to Z Guide</i>, which is provided to all registered students each academic year.</p> <p>The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the <i>Rules and Regulations, Series 50000, Board of Regents, The University of Texas System</i>, and in Title V, Rules on Student Services and Activities of the university's <i>Handbook of Operating Procedures</i>. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <a href="http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html">http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html</a></p> <p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
<b>Academic Integrity</b>	<p>The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.</p> <p>Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.</p>
<b>Copyright Notice</b>	<p>The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to</p>

	<p>appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes “fair use” under the Copyright Act. As a UT Dallas student, you are required to follow the institution’s copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <a href="http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm">http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm</a></p>
<b>Email Use</b>	<p>The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student’s U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.</p>
<b>Withdrawal from Class</b>	<p>The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.</p>
<b>Student Grievance Procedures</b>	<p>Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university’s <i>Handbook of Operating Procedures</i>.</p> <p>In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called “the respondent”). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent’s School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean’s decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.</p> <p>Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.</p>
<b>Incomplete Grades</b>	<p>As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester’s end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of <b>F</b>.</p>
<b>Disability</b>	



<p><b>Services</b></p>	<p>The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.</p> <p>The contact information for the Office of Disability Services is:  The University of Texas at Dallas, SU 22  PO Box 830688  Richardson, Texas 75083-0688  (972) 883-2098 (voice or TTY)  <a href="mailto:disabilityservice@utdallas.edu">disabilityservice@utdallas.edu</a></p> <p>If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.</p> <p>It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.</p>
<p><b>Religious Holy Days</b></p>	<p>The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.</p> <p>The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.</p> <p>If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.</p>

*These descriptions and timelines are subject to change at the discretion of the Professor.*