

Course Syllabus

Course Information

Course Number/Section

COMD 7336.001

Course Title

Social Communication in Early Childhood Disorders

Term

Fall 2015

Days & Times

Tuesday, 2:30-5:15 pm

Professor Contact Information

Professor

Dr. Pamela Rollins

Office Phone

214-905-3153

Other Phone

Email Address

rollins@utdallas.edu

Office Location

Callier Dallas A124

Office Hours

Monday's 4-5 pm or by appointment

Other Information

Course Description

This course will examine development, data, and theories of the development of infant and toddler social, communication and language skills. The goals of this course are:

- To acquire knowledge of major developmental theories
- To know sequences and major milestones of development in early social communication and toddler language development and to apply this knowledge to real children.
- To understand relationships across domains and to view the child as a “system”.

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

Student Learning Objectives/Outcomes

Students will be able to summarize and compare major developmental theories and themes in infant development in terms of how they incorporate the role of the environment in learning.

Students will identify and describe sequences and major milestones of typical development during infancy in the areas of cognitive, social and language development (Std. IV-B, IV-C)

Students will apply strategies to assess and diagnosis language disorders for children in the prelinguistic and emerging linguistic stages of language (Std. IV-C, IV-D)

Students will discuss and explain contemporary professional issues in assessment and treatment of prelinguistic children (Std. IV-B, IV-G).

Students will integrate developmental theories and milestones into an assessment of a child (Std. IV-B, IV-C, V-A).

Course Pre-requisites, Co-requisites, and/or Other Restrictions

None

Required Textbooks

- (1) Rollins, PR (2014). *Facilitating Early Communication, Language and Social Skills: From Theory to Practice*. Autism & Aspergers Publishing Company.

Optional Textbook

- (2) *An Early Start for Your Child with Autism* by Sally Rogers, Geraldine Dawson and Laurie Vismara

Required Materials

- (1) Additional **required readings** (listed below) will be on **electronic reserve** on the UTD library website (<http://www.utdallas.edu/library/services/reservesvc.htm>). Instructions for accessing these reserve materials will be posted on ELearning. Additional readings (i.e., other than those listed below) will be assigned during the semester. These assignments will be posted on the ELearning.
- (2) Each student is required to make a **Name Card** and display it in class

Course Policies:

- Bring to each class: **YOUR NAME CARD**, all relevant handouts posted on elearning,
- Please remember to **turn off cell phones**. If you know you may need to be reached in an emergency, please use the silent options on your phone and leave the classroom to answer the call. Also let me know prior to the start of class time that you will need to take an emergency call.
- **Late Assignment Policy:** Assignments are due on the designated date (see course schedule presented in this syllabus). **No late assignments will be accepted unless prior approval is given.** Assignments submitted *later* than the due date will receive an automatic 5% reduction in grade for every day that the assignment is late. Assignments will not be accepted after 5 days.
- **Extra Credit** assignments will be given at the discretion of the instructor.
- **New assignments**, revisions to the syllabus, announcements, will be posted on the ELearning. Instructions for setting up an account will be provided to you the first day of class. **Put your cell phone numbers into eLearning so you can get texts** to remain aware of new assignments, announcements.
- Class **Attendance is mandatory**. Attendance requires arriving on time and staying until the class is dismissed. Students who do not attend class must clear their absence prior to class with the instructor and are responsible for obtaining information from missed sessions themselves, from sources other than the instructor.
- The class will be divided up into several small groups for the purpose of having small group discussions and completing small group assignments. Small group assignments result in written materials, the assignments are to be submitted on elearning.
- *Classroom Citizenship:* Classes will consist of lectures, discussions, and discussion groups. Students are **required to actively participate in the class, discussing readings and previous lecture/course material. Students will be called on at any time to answer questions** regarding the reading and previous lecture/class material. **Come to class prepared!**

Grading Policy:

GRADES WILL BE BASED ON:

Participating in and completing small group assignments

10%

Quiz on social communication Levels and E ³ BP (9/22/2015)	15%
Intervention Project (due 10/27)	35%
Functional Communication Evaluation Test (11/30)	25%
Functional Communication Evaluation Report (12/8)	15%

- The plus/minus grading system will be used in this course.
- The pass/fail option is a privilege not a right. Decision will be left to the discretion of the professor. If the pass/fail option is granted you must complete all assignments with a B average or above to receive a Pass.
- Grading Scale used for this class is as follows:

Scaled Score	Letter Equivalent
90 - 100	A
89	A-
87 – 88	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
85 – 100	For Pass fail option

Field Trip Policies / Off-Campus Instruction and Course Activities

None

University Policies

<http://coursebook.utdallas.edu/syllabus-policies/>

Assignments & Academic Calendar

[Topics, Reading Assignments, Due Dates, Exam Dates]

Week Number		Reading assignment :
		All reading other than required textbooks will be found on e-reserve unless elearning is specified.
1 (8/23)	Review syllabus	
2 (8/30)	<i>Introduction to Autism Spectrum Disorders</i> <i>E³BP</i> <i>Scientific Evidence</i> <i>Intervention Paradigms</i>	Rollins, PR (2014) <i>Facilitating Early Communication, Language and Social Skills: From Theory to Practice</i> . Autism & Aspergers Publishing Company, Chapter 1 Schreibman et al., (2015). Naturalistic Developmental Behavioral Interventions. <i>Journal of Autism and Developmental Disorders</i> .
3 (9/06)	Early social communication development: Stages of social development leading to Joint Attention Characteristics of social communication deficits in young children	Rollins, PR (2014) <i>Facilitating Early Communication, Language and Social Skills: From Theory to Practice</i> . Autism & Aspergers Publishing Company, chapter 2 Baby Wordsmith: Associationist to Social Sophisticate by Roberta Michnick Golinkoff & Kathy Hirsh-Pasek (in <i>Current Directions in Psychological Science</i> , 2006, 15(1): 30-33) Rollins, PR (2016). Words are not enough.
4 (9/13)	<i>Key components: Levels I</i>	
5 (9/20)	***** QUIZ ***** <i>Affect – Emotional Regulation</i>	Rollins, PR (2014) <i>Facilitating Early Communication, Language and Social Skills: From Theory to Practice</i> . Autism & Aspergers Publishing Company, chapter 3 (section on emotional regulation, pgs. 46 – 47) Prizant Uniquely Human

6 (9/27)	Key Components for Level II	<p>Rollins, PR (2014) <i>Facilitating Early Communication, Language and Social Skills: From Theory to Practice</i>. Autism & Aspergers Publishing Company, Chapters 3 & 4</p> <p>Recommended: Snyder-McClean, Solomon, Mclean & Sack (1984). Structuring Joint Action Routines</p> <p>Bricker (1998). Introduction to Activity Based Intervention</p>
7 (10/04)	Key Components for Level II cont.	
8 (10/11)	<i>Key components for level III</i>	<i>Rollins, PR (2014) Facilitating Early Communication, Language and Social Skills: From Theory to Practice. Autism & Aspergers Publishing Company, chapter 3 &4</i>
9 (10/18)	<i>Social Stories</i> <i>Video Modeling</i>	<i>Carol Grey Handout (elearning)</i>
10 (10/25)	Approaches to Assessing Prelinguistic Predictors of Language	<p>Tager-Flusberg, H., et al. (2009). "Defining Spoken Language Benchmarks and Selecting Measures of Expressive Language Development for Young Children With Autism Spectrum Disorders." <u>J Speech Lang Hear Res</u> 52(3): 643-652.</p> <p>Rollins, PR (2014) <i>Facilitating Early Communication, Language and Social Skills: From Theory to Practice</i>. Autism & Aspergers Publishing Company, Appendix A (Bring to class.)</p>
11 (11/01)	<i>INTERVENTION PROJECT DUE</i> <i>Assessing Prelinguistic Predictors</i> <ul style="list-style-type: none"> • Babbling/Vocalizations • Joint Attention 	<p>Paul (2008). Communication Development and Assessment. In Chawarska, Klin, and Volkmar (eds). <u>Autism Spectrum Disorders in Infants and Toddlers</u>. Gilford Press, Chapter 4</p>

	<ul style="list-style-type: none"> • Gesture (intention) Communicative intent • Pragmatic skills (i.e., Communicative means, intentions and reciprocity) 	
12 (11/8)	<p><i>Using Behavioral Sample & Elicited Responses to assess prelinguistic predictors continued</i></p> <ul style="list-style-type: none"> • Comprehension • Means for relating to objects & Symbolic Play 	<p>Miller & Paul (1995). Understanding Comprehension & Comprehension Assessment, p. 1-22 Miller & Paul (1995). Assessing Comprehension in the Emerging Language Stage, p. 23-26</p> <p>McCune-Nicholich & Carol (1981). Development of symbolic play: implications for the language specialist</p> <p>McCune (1995), Lorraine, Normative Study of Representational Play at the Transition to Language</p>
13 (11/15)	<i>TBD</i>	
	<i>No class fall Break</i>	
14 (11/29)	Functional Communication in CLASS TEST	
15(12/6)	Functional Communication Report write-up Due	

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

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences and swallowing disorders, including the appropriate etiologies, characteristics, anatomic/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard IV-D

For each of the areas specified in Standard VI-C, the applicant must have demonstrated current 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.

Standard IV-G

The applicant must have demonstrated knowledge of professional contemporary issues.

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Students will demonstrate the following skills:

1. Ability to discuss and explain theories
 - a. As measured by:
 - i. Successful completion of exams
 - ii. Class discussion
2. Describe the of developmental processes of early social communicative development
 - a. As measured by:
 - i. Successful completion of exams
3. Conduct a communication assessment on an infant or toddler.
 - a. Parent Questionnaire
 - b. Collection of communication sample
 - c. Description of early social/pragmatic skills in terms of communication means (typical and/or atypical) and communicative function and social/affective signaling.
 - d. Description of symbolic/combinatorial play skills.
 - i. As measured by:
 1. Successful completion of integrative paper
 2. Successful completion of exams

3. Class discussion
4. Discuss cultural and environment issues that affect language acquisition and disorders
 - a. As measured by:
 - i. Successful completion of exams
 - ii. Class discussion

Student Conduct & Discipline

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 publication, *A to Z Guide*, which is provided to all registered students each academic year.

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 *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. 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).

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.

Academic Integrity

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.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

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.

Email Use

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.

Withdrawal from Class

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.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

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.

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.

Incomplete Grade Policy

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 **F**.

Disability Services

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.

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)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

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.

Religious Holy Days

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.

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.

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.

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