Communication, Social, and Play Development and Intervention in Early Childhood  
SP ED 5320 / 6320  
Fall Semester 2019
Monday, 4:35 to 7:05 p.m., Sorenson Arts and Education Complex (SAEC) 2155
Offered by the Department of Special Education

Instructors: Cheri Blue, M.S. CCC-SLP and Lisa Davenport, PhD
Email: cheri.blue@utah.edu (preferred mode of communication)
       lisa.davenport@utah.edu
Phone Number: (801) 581-8121 (department number)
Office Hours: Mondays from 4:00-4:30 p.m. and 7:05-7:35 p.m. or by appointment
Office Location: Department of Special Education, SAEC 2280
Prerequisite Courses: SP ED 5021, 5022, 5030, 5040, and 5053
Co-requisite Courses: SP ED 5310, 5330, and 5340
Course Credits: 3

Instructor Background:
I am a doctoral student in the Department of Special Education, studying under the mentorship of Dr. Susan Johnston, Ph.D. My focus area of study is Augmentative and Alternative Communication (AAC), specifically looking at barriers to successful implementation of AAC in public schools. I am a speech-language pathologist by trade and practiced in public schools for nine years in California and New Mexico serving students ages 3-23. I was frustrated with the lack of equitable access students with severe disabilities and complex communication needs had to AAC. This was the driving force that led me to pursue further training at the University of Utah. Serving children with developmental delays or disabilities has been one of the greatest privileges of my life and I am excited to share this passion with you this semester.

Communication:
Email is my preferred mode of communication as I check it throughout the day and respond promptly. As I do not have my own dedicated department extension, I have listed the phone number for the Department of Special Education. If you are unable to communicate with me via email, you can reach me by calling the department, however my response will likely not be as prompt as it would via email. You may also contact me via Canvas. I highly recommend that early in the course you network with classmates and exchange contact information. Your classmates can serve as a great resource to you if you need clarification, need to communicate that you will be late or absent to class in the case that you cannot directly contact me, and to share learning materials.

Required Text Books:


*This text is widely available in libraries and can be purchased for on Amazon for $9.69 plus shipping and handling.*


**Required Supplemental Readings (available on Canvas):**


Course Description
Students examine typical and atypical communication, social, and play development during early childhood and a variety of validated assessment and intervention strategies that can be used to enhance the communicative and social competence of infants, toddlers, and preschoolers who have developmental delays or disabilities.

Course Overview
This course will emphasize intervention strategies which can be carried out in natural play and caregiving contexts. It will also emphasize teaming with other professionals, parents, and caregivers, integrating social interventions with goals from other curricular areas, and implementing effective interventions in a variety of natural environments. Students will implement assessment and intervention planning and implementation as will they will be expected to in their professional capacity as special educators.

Technology
This course will be a blended learning experience using the Canvas platform. This platform has many helpful tools such as a calendar with the specific topics and assignments due for every class period. Several components of the course, such as quizzes over readings will be administered via Canvas. Should you need assistance with this web-based learning platform you may contact the University’s Teaching & Learning and Technology (TLT) Department by calling the helpdesk at (801) 581-6112 or by emailing classhelp@utah.edu. You may also access the U of U Student Canvas Orientation and Help Resources at https://utah.instructure.com/courses/166837.

It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course. If you experience equipment or software failure, please communicate with me as soon as possible to work out an arrangement together.

Course Outcomes
At the end of this course students successfully completing SPED 5320 will be able to:

- Demonstrate knowledge of early (birth-four) typical and atypical development in language, communication, social interaction, and play, including the implications for designing interventions and types of problems commonly associated with various types of disabilities (e.g., autism, dual sensory impairment, physical and/or cognitive disabilities).

- Demonstrate knowledge of varying theories and perspectives of communication development and intervention and the relationship between communicative behavior and other areas of child development.
• Demonstrate knowledge of communication skills for use with families that are family centered and reflects cultural sensitivity.

• Use a variety of observational procedures for collecting information on children’s social interaction, play, and communication skills in natural settings, with the information used for purposes of planning or monitoring the effectiveness of intervention procedures.

• Demonstrate knowledge of structured and unstructured intervention strategies for facilitating peer and family social interactions, and the child’s use of communication, play, and comprehension skills.

• Plan assessments and interventions for communication, language, social interaction, and play which reflects sensitivity to the culture and native language of the child and his/her family, the individual learning style of the child, and his/her temperament.

• Develop three intervention plans for involving peers, families, and significant others in the child’s environment to implement validated strategies for meeting IFSP or IEP goals focused on improving the child’s social interaction, communication, play, or comprehension skills, including data-based monitoring of child’s progress in natural settings.

• Develop a plan for using a peer-based intervention to achieve a social or play goal for a preschool child with disabilities.

• Demonstrate knowledge of a) the considerations in the design, selection, and use of augmentative and alternative communication systems during early childhood, b) the use of non-symbolic communication with children with profound disabilities, and c) strategies for communication with children with sensory impairments, including deaf-blindness and conductive hearing loss.

University Policies

1. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

2. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135
Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

3. **Student Names and Personal Pronouns Statement.** Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

4. **Student Wellness:** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

5. **Veterans:** If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

6. **LGBT Resources:** The LGBT Resource Center offers Gender and Sexuality (formerly Safe Zone) trainings for faculty, staff and instructors at the U. You can also schedule one for your office or Department. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals in our classrooms. For more information about trainings/ workshops, panels and suggesting on how to ask about personal pronouns and preferred student names please go to: http://lgbt.utah.edu/lgbtrc-programs/trainings.php. If you plan to indicate that your classroom is a safe zone, please attend one of these trainings.

7. **Learners of English as an Additional/Second Language:** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.
8. **Addressing Student Rights.** Students have certain rights as members of the University community in addition to those constitutional and statutory rights and privileges inherent from the State of Utah and the United States of America. Students have specific legal rights related to learning environment, rights in the classroom, role in governance of the university, due process, freedom of discrimination and sexual harassment, freedom of expression, privacy and confidentiality, student records, and student government and student organizations. More specific descriptions of these rights can be found by accessing [https://regulations.utah.edu/academics/6-400.php](https://regulations.utah.edu/academics/6-400.php).

**Teaching and Learning Methods and Expectations**

This course will be taught using a combination of active learning strategies implemented through lectures, class discussions, exploring case studies, and experiential learning. Students will conduct assessments, develop and implement intervention plans, and present intervention outcomes. In-class learning activities are designed to foster collegial interaction and to make connections between the course content and practical experiences. Assignments for this course are designed to create opportunities for students to engage in practices they will employ in future teaching and practice.

To make the most of our time together, I have compiled a list of the following minimal expectations:

**What you can expect from me:**

- Plan the course and alter the plan as needed to meet the needs of the class.
- Structure the class sessions to provide optimal opportunities for learning.
- Maintain order and a positive learning environment in the classroom.
- Clear expectations regarding course assignments, grading, etc.
- Quick and fair evaluation of your assignments, with grades and feedback provided promptly. I take the assignments in this class seriously and make giving feedback a priority.
- Be patient when you are struggling with new ideas. To me, the struggling reveals that learning is taking place.
- Provide clarity when struggling begins to interfere with learning.
- Treat you as adult learners.
- Availability to meet with you to discuss concerns, progress, assignments, etc.
- Openness to consider input from students and incorporate suggestions as appropriate, either during this or future semesters.

**What I expect of you:**

- Attend regularly, as the learning activities that takes place in the context of class cannot be replicated
- In case of absence, obtain notes/handouts from another student prior to coming to the next class session.
• Arrive on time to class and attend the entire class. Being tardy or leaving early will cause you to miss valuable learning opportunities and presents an unprofessional image to the peers, instructor, and guest presenters in the class.
• In most classes eating and drinking during class is discouraged. I understand that this course will take place at the end of a long work day and right at dinner time. Because of this, I encourage you to eat or drink during class in a manner that is not distracting to others knowing that if you can maintain your blood sugar, your brain will be able to better engage in class activities.
• Complete appropriate readings before each class.
• Participate in class by contributing to discussion, asking relevant questions, sharing related experiences, and listening to others in the group.
• Use computers, tablets, phones and other electronic devices to engage in class activities but refrain from using them for other purposes while in class.
• Communicate with the instructor regarding your needs related to the course (e.g., questions related to content or assignments, support related to participation in the course, etc.).
• Behave in a manner that is respectful to all. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave. Students whose behavior suggests the need for counseling or other assistance may be referred to University Counseling Services. University expectations for student behavior are defined in the University of Utah’s Code of Students Rights and Responsibilities which can be accessed at https://regulations.utah.edu/academics/6-400.php.

Student Feedback

Student feedback provided at the end of every course is carefully reviewed and considered in the preparation of subsequent offerings of the course. Your input related to the course is welcomed and appreciated throughout the course. If you have ideas and suggestions, I would love to hear them.

Assignments

Students enrolled in SPED 5320 will have the opportunity to complete six assignments as well as reading summaries. No exams will be given during this course. Provided below is a summary of the assignments that will be assigned throughout the course. More specific information regarding each assignment will be provided during the class session in which it is assigned.

Assessment of a Child Communicating Primarily on a Pre-symbolic Level - 40 Points:

Observe a child communicating on a pre-symbolic level on two separate occasions. Use the Analyzing the Communication Environment (ACE) Inventory to assess the child’s communicative environment across at least 1 routine/activity. Write a summary of the analysis and provide assessment materials. Full assignment description and grading rubric are available on Canvas. Due: September 9, 2019.
Assessment of a Child Communicating Primarily on a Symbolic Level - 40 points:

On two separate occasions, observe a child who presently communicates on a symbolic level and experiences some difficulty with communication. Take a language sample on each visit. Provide a written report including background, assessment materials, and a written summary of your findings. Full assignment description and grading rubric are available on Canvas. Due: September 16, 2019.

Assessing Play of a Pre-symbolic OR Symbolic Communicator - 40 points:

Select one of the children whose communication skills you assessed earlier in the term. Write a brief case study of him/her and describe the environments in which the child interacts. Assess the child’s social and play skills using the Play Checklist (Heidemann & Hewitt, 2010). Other instruments may be used with approval. Summarize the results of the assessment and provide a summary of the child’s relative strengths and areas of need regarding his/her play skills. Full assignment description and grading rubric are available on Canvas. Due: September 30, 2019.

Developing Intervention Plans - 40 points:

Using previously collected data regarding the communication and play skills of your selected child, write three statements summarizing the three areas of need. Write one activity based IEP/IFSP goal for each of the summary statements. Write objectives that break each goal into instructional components. Then, design an intervention plan for the first objective of each goal. Full assignment description and grading rubric are available on Canvas. Due: October 28, 2017.

Response to Guest Presenter from The Utah Center for Assistive Technology - 10 points:

This in-class assignment will be completed in response to the UAAT presentation. Students will receive full credit for turning in this assignment. Assignment cannot be completed if student is not in attendance of presentation. Due November 4.

Implementing Intervention Plans - 100 points:

After revising three previously developed intervention plans based on instructor feedback, implement plans and collect data to monitor effectiveness. Summarize the data in a manner that allows for clear assessment of the impact the instructional plan on the target behavior (e.g. graph). Based upon performance data, write a summary statement and recommendation for improvement for each plan. Graduate students (6320) will prepare a formal power point slide presentation, undergraduate students (5320) will prepare an informal power point slide presentation summarizing all three intervention plans to share results with class. Full assignment description and grading rubric are available on Canvas. Due: November 25, 2019.

Responses to Required Reading:

Complete a graded quiz related to required readings. See Course Schedule or Canvas for scheduled due dates of readings, points and due dates.
Grading Policy (Evaluation Methods & Criteria)

Assignments:
Assignments will be introduced during the appropriate course sessions. Specific information about the content of the assignment and how it will be evaluated will be provided to students at that time. Late assignments will be not be accepted. In the case of an unpreventable circumstance, the student should give the instructor prior notice for consideration to be given to (a) allowing the assignment to be turned in late and (b) whether points will be deducted.

Academic Integrity
Students are expected to be familiar with and comply with University of Utah’s Code of Academic Integrity, which is available at https://regulations.utah.edu/academics/6-400.php, section I. The student conduct code states that using ideas, data, or language of another without acknowledgement is dishonest. Any work that includes copy and pasted information will not be accepted. All information or ideas included in your assignments must be in your own words. If you use ideas of others, you must provide proper citations and references in the assignment. All references and citations must follow APA format. For your convenience, here is a link to a good tutorial on APA format: http://www.apastyle.org/. Any form of academic dishonesty will be penalized with a failing grade (i.e., zero points) for the assignment in which the infringement occurred. I do not expect any problems with academic integrity. In the unlikely event that any concerns do arise, I will follow the process outlined by the University of Utah’s code of Academic Integrity, section V which can also be accessed at https://regulations.utah.edu/academics/6-400.php.

Course Grade:
Students will be evaluated based on their performance on assignments. All assignments will be graded using a rubric which is included in all assignment descriptions so that students can clearly understand the expectations of the assignment. Regular attendance and participation in course sessions and completion of the assigned readings will be necessary to satisfactorily complete the assignments. A final grade will be obtained by adding the points of assignments. The numerical value obtained will be converted to a percentage, with the grading scale as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>90-91</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
</tr>
</tbody>
</table>
Please contact me or set up an appointment if you have any questions about any of the assignments or grades.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due</th>
<th>Readings (Completed Prior to Class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 19</td>
<td>Course Overview</td>
<td>None</td>
<td>McCormick Ch. 1-4</td>
</tr>
<tr>
<td></td>
<td>Early Communication Development, Developmental Communication Problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 2</td>
<td>No Class Labor Day</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Sept 9</td>
<td>Assessment of Symbolic Communicators</td>
<td>Canvas Quiz over McCormick Ch. 6 (2 points) &amp; Ch. 7 (3 points) Pre-symbolic Assessment</td>
<td>McCormick Ch.6-7, Linder, T. (2008)</td>
</tr>
<tr>
<td>Sept 16</td>
<td>Assessment of Play</td>
<td>Canvas Quiz over Heidemann Ch. 1-5 (5 points) Symbolic Assessment</td>
<td>Heidemann Ch. 1-5</td>
</tr>
<tr>
<td>Sept 23</td>
<td>Play Intervention Strategies</td>
<td>Canvas Quiz over Heidemann Ch. 6-9 (3 Points) Canvas Quiz over Lifter (2011) et al. and Jamison et al. (2012) (2 points)</td>
<td>Heidemann Ch. 6-9, Lifter et al. (2011) Jamison et al. (2012)</td>
</tr>
</tbody>
</table>
Sept 30  | Verbal Communication: Intervention Strategies | Canvas Quiz McCormick Ch. 8 (1 point) McCormick Ch. 10 (2 points) Warren and Brady (2007) (2 points) Play Assessment | McCormick Ch. 8, 10 Warren and Brady (2007) |
| Oc 7 | **No Class Fall Break** | None | None |
| Oc 14 | Verbal Communication: Interventions (Continued) | Canvas Quiz on McCormick Ch. 9 (2 points) Quiz on Hancock and Kaiser (3 points) | McCormick Ch. 9 Hancock and Kaiser (2002) |
| Oc 21 | Introduction to AAC in the Context of Early Childhood | Canvas Quiz on McCormick Ch. 12 (1 point) Canvas Quiz on McCormick Ch. 13 (1 point) Canvas Quiz on Millar et. al. (1 point) Canvas Quiz on Romski & Sevcik (2 points) | McCormick Ch. 12-13 Millar, Light, and Schlosser (2006) Romski & Sevcik (2005) |
| Oc 28 | AAC Assessment and Intervention | Canvas Quiz on Horn and Kang (5 points) Developing Intervention Plans Assignment | Horn & Kang (2012) |
| Nov 4 | Utilizing Assistive Technology in Communication and Play | Guest Presenter from UAAT Assignment | |
| Nov 11 | Data Based Decision Making | | Alberto & Troutman (2008) |
| Nov 25 | Present Intervention Plans (Group 1) | | Formal Presentation of Intervention Outcomes |
| Dec 2 | Present Intervention Plans (Group 2) | | |

*Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to*
accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.