Instructor: Kimberly Green, Ed.D., CCC-SLP
Office: 104 Academic Complex
Phone: 270-745-4303; Fax: 270-745-3441
E-Mail: kimberly.green@wku.edu
Virtual Office Hours: Wednesdays: Noon to 2:00 pm *Central*
Thursdays: 9:00 am-2:00 pm *Central*
or by appointment.
Hours subject to change. Call or email if you would like to schedule an appointment for a virtual meeting via Zoom.

Zoom Meeting Schedule:
- **SLP 501-700: MONDAYS**, 5:30 pm- 7:00 pm CENTRAL

See Blackboard for classroom link.

Graduate Assistant: Janna Jones (janna.jones001@topper.wku.edu)

Required Text:
Rhea, P., & Norbury, C. (2017). *Language Disorders from Infancy through Adolescence.* 5th Edition. El Sevier Mosby, Inc.
ISBN-10: 032344234X
ISBN-13: 978-0323442343

Optional Course Text:
Owens Jr, R. E. (2017). Early Language Intervention for Infants, Toddlers, and Preschoolers. Pearson.
ISBN-10: 0134618904
ISBN-13: 978-0134618906

Catalogue Course Description: Theory and practice in the assessment and intervention of speech and language disorders in the infant/toddler population.

Prerequisite: Admission to the WKU speech language pathology graduate program.

Modes of Instruction and Communication:

Instruction will be via online course meetings and lectures, internet exploration, independent learning activities and assigned readings. Synchronous class meetings are held online via Zoom.

Student WKU email addresses are the **ONLY** ones to which class correspondence will be sent. Students are responsible for checking their email and the Blackboard course site regularly.

Learning Objectives:

Upon completion of this course, students will be able to demonstrate:

Competency	ASHA Certification Standard	Evaluation
Knowledge of models in early intervention	III-C; III-D	Class discussion, discussion board, class participation
Knowledge of pertinent background information and case history	III-C; III-D	Discussion board, SOAP note assignment
Knowledge of prevention of communication disorders from infants through preschool.	III-C; III-D	discussion board, class participation, critical thinking assignments
Knowledge of a variety of assessment protocols and procedures in speech language pathology.	III-C; III-D	class discussion, participation, critical thinking assignments
Knowledge of intervention procedures in speech language pathology.	III-C; III-D	class discussion, class participation, literature review
Professional Collaboration	III-C; III-D	class discussion, participation, discussion board, final project

Tentative Class Schedule

WEEK of…	TOPIC/MATERIAL	READING
Aug. 22nd	• Syllabus • Foundations of Early Intervention	PowerPoint
Aug. 29th	• Definitions and Models of Language Disorders in Children	Chapter 1

Sept. 5th	• LABOR DAY--NO CLASS (Reading still required) • Principles of Assessment • Beginning professional report writing discussion	Chapter 2 PowerPoint
Sept. 12th	• Professional Writing: • *Diagnostic Reports, SOAP/Progress Notes*, ITPs	Powerpoint
Sept. 19th	• Principles of Intervention (part 1)	Lit Review Assignment Chapter 3
Sept. 26th	• Principles of Intervention (part 2) • Assessment and Intervention in the Prelinguistic Period (part 1)	Chapter 3 Chapter 6
Oct. 3rd	• Assessment and Intervention in the Prelinguistic Period (part 2)	Chapter 6
Oct. 10th	**MIDTERM EXAM (Covers all material through Friday, October 7th)** • Assessment and Intervention for Emerging Language	Chapter 7
Oct. 17th	• Intervention for Developing Language	Chapter 9
Oct. 24th	• Responsivity Education/Prelinguistic Milieu Teaching	PowerPoint
Oct. 31st	• Conversational Recast Intervention	PowerPoint
Nov. 7th	• It Takes Two to Talk—The Hanen Program for Parents • Picture Exchange Communication System	PowerPoint
Nov. 14th	• Use of Books & Play/Focused Stimulation	PowerPoint
Nov. 21st	• AAC and Emerging Language Intervention	PowerPoint
Nov. 28th	Case Studies	
Dec. 5th	**Final Exam Begins** NO CLASS	

**The instructor reserves the right to make changes to the topic schedule, assignment schedule, or point values based on schedule and/or class needs. Any needed changes will be communicated with students.

Evaluation of Student Achievement:

- ***Attendance and Discussion Board*** *(20 points)*
Students are expected to attend and participate in class as well as access course resources as required. Students may be expected to make posts using the Discussion Board feature of Blackboard. Posts may be either original posts or they may be response posts. Questions and or comments posted should be relevant to the topic and contribute to the discussion at hand. Students are expected to focus on the quality and relevance of their posts. Simple comments such as "I agree," or "That's true," will not be credited, nor will responses that do not answer questions asked by the instructor.

- ***Critical Thinking Assignments*** *(30 points):* Students will periodically be given assignments to promote critical thinking skills in early intervention. Additional information will be provided via Blackboard.

- ***Mid-term Exam*** *(100 points)*
Students will complete one examination for this course, worth 100 points. This exam will assess on-going learning, retention, and application of knowledge. The mid-term examination will be available to students for a limited period of time. Additional information will be provided in class and via Blackboard.

- ***SOAP Note Assignment*** *(50 points):* Students will complete a SOAP note assignment based on an early intervention therapy session. Additional requirements will be provided via Blackboard.

- ***Early Intervention Mini-Literature Review*** *(100 points total):* Students will select a topic and review two articles **related to early intervention in SLP**. Articles must reflect evidence-based practices and must be from peer-reviewed sources (such as, but not limited to, ASHA Journals). Peer review of drafts will be required of each student. Each student will submit an individual literature review based on their two selected articles. Full requirements will be provided on Blackboard and discussed in class.

- ***Final Exam*** *(100 points):* Information will be provided via Blackboard.

Grading Scale:

Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. There are 400 total points possible. The grading scale is as follows:

A   93-100% (370-400 pts)
B   85-93% (338-369 pts)
C   77-84% (306-337 pts)
D   69-76% (274-305 pts)
F   68% and below (273 pts and below)

**The instructor reserves the right to make changes to the topic schedule or point value for assignments based on schedule and/or class needs.

Technology Management:

This course will be presented using Blackboard software. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that: (a) student **word processing software is compatible with that used by the University**; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) speakers and microphone work properly for the purpose of class interaction and completion of class assignments; (e) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (f) any other student technology problem or issue gets successfully resolved; this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course. Please familiarize yourself with the business hours of WKU's IT help desk and resources available to support you with technology.

The IT Help Desk can be reached at 270-745-7000.

Policies:

Attendance and Class Participation

Attendance and class participation are essential for the successful completion of this course. Feel free to ask questions or express concerns outside of the class structure. Comments and questions are welcome; however, they should be relevant to the discussion and presented in a respectful manner. Remember that if you have questions, others may have similar concerns so please ask during class or post to the discussion board when applicable. Asking questions will help facilitate your learning and often stimulate discussion. Collaboration with each other is encouraged outside of class times. There will be point deductions for tardiness. There is no opportunity for make-up work.

Late Assignments

If accepted, assignments submitted past the due date are subject to point deduction.

Quality of Work

Assignments submitted should be submitted in full and contain proper mechanics in writing (e.g., spelling, grammar, sentence structure, and punctuation). Inadequate demonstration of these mechanics may result in point deduction.

Academic Integrity

Students are required to submit assignments representative of their own work unless otherwise indicated by the professor. Cheating in any form will result in a failed score and is subject to academic disciplinary action. Answers, resources for answers, etc, for assignments should not be shared between students. Group assignments should be completed collaboratively with balanced contribution from each group member.

Plagiarism:

From the Faculty Handbook: To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Student Disability Services:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center in Downing Student Union (SARC): 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video).

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services

Healthy on the Hill:

Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill. You can also find a statement on updates regarding the fall semester at https://www.wku.edu/news/articles/index.php?view=article&articleid=10667