ASSESSMENT OF AND INTERVENTION WITH BIRTH TO TWO-YEAR-OLD CHILDREN WITH SPECIAL NEEDS AND THEIR FAMILIES

SPHS 206, SPRING, 2001

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Office: Division of Speech & Hearing Sciences
Telephone: 966-9458
Office Hours: Tuesday 11-12:30 PM (and by appointment)

Objectives:

1. To expand students’ knowledge of communication and other related domains in birth to two-year-old children who are typically and atypically developing.
2. To provide students with knowledge of and beginning experience with assessment and intervention approaches for working with birth to two-year-old children with special needs.
3. To increase students’ awareness of the roles and functions of other professionals who deal with children with special needs.
4. To expand students’ knowledge of available resources and written materials for working with this population.
5. To increase students’ own perceptions of competence relative to working with birth to two-year-old children with special needs.
6. To increase students’ awareness of beliefs and practices which place the family at the center of the assessment and intervention.

All readings in the course pack from Caduceus Medical Bookstore, except those indicated with *. There are copies of the * readings in the Student Reading Room. You are expected to read all readings to facilitate your taking part in class discussions.

Jan 9
(1) Review of Student Clinical Experiences & Expectations;
(2) Overview of Class Requirements.
(3) Select teams for normal development work.
(4) Genetic factors; Risk Factors & Conditions.

Speaker: Crais
Readings: ASHA Prevention Tutorial (skim); Thurman (1993);

Jan 16
(1) Premie Videos & NICU interactions
(2) Role of the SLP in the Neonatal Intensive Care Unit: Neonatal Intervention

Speaker: (1) Crais
(2) Krisi Mutchler Brackett, M.S. CCC-SLP, UNC Hospitals

Readings: O'Donnell (1996); Wyley (1995) chapter 5;

Jan 23
(2) Sensory Aids and Their Management

Speakers: (1) & (2) Jack Roush, Ph.D., CCC-A, Director, DSHS
Readings: (Reading Room) CLASS WILL BE IN 106 BH WITH AURAL REHAB CLASS
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Speaker(s)</th>
<th>Readings</th>
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| Jan 30    | (1) The Effects of Drug Exposure on Infants  
(2) Premature Infants, Reading Cues, Maximizing Parent Interactions | Crais                           | Cole (1996); Wilson (1995)                                                                     |
| Feb 6     | Normal Development                                                                         | Cast of thousands               | Widerstrom, Mowder, & Sandall (1991) (you will get in class)                                    |
| Feb 13    | (1) Standardized Testing of Infants & Toddlers;  
| Feb 20    | Arena-Based Developmental Assessment Strategies                                           |                                 | Foley (1990)                                                                                    |
| Feb 27    | (1) Communicative Competence  
(2) Assessment of and Intervention with Social Skills; Social Games | Crais                           | (1) Dunst et al. (1989-90).  
(2) Prizant & Meyer (1993)                                                                       |
| March 6   | (1) Catch up  
(2) MIDTERM                                                                 |                                 |                                                                                                 |
<p>| March 13  | NO CLASS – SPRING BREAK                                                                    |                                 |                                                                                                 |</p>
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<tr>
<td>March 20</td>
<td>(1) Gesture Development</td>
<td>(1) Crais</td>
<td>Iverson &amp; Thal (1998) (will be given to you in class)</td>
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<td>April 3</td>
<td>Routine and Activity Based Interventions</td>
<td>Crais</td>
<td>Meisels &amp; Fenichel (ch. 4, pp. 169-192) (to be given out in class)</td>
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<td>April 10</td>
<td>Intervention with Infants and Toddlers with Severe Disabilities</td>
<td>Diane Day, SLP, Duke University</td>
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<td>April 17</td>
<td>(1) Intervention with Preverbal Children</td>
<td>Crais</td>
<td>MacDonald &amp; Caroll (1992); Norris &amp; Hoffman (1992)</td>
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<td>April 17</td>
<td>(2) Intervention Issues and Treatment</td>
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<td>April 17</td>
<td>(3) Case Studies</td>
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<td>April 17</td>
<td>(1) Home-based services</td>
<td>(1) Kathleen Smothers, MS., CCC-SLP, Community Partnerships, Raleigh</td>
<td>Bailey &amp; Simeonsson (1988); Olswang, Rodriquez, &amp; Timler (1998)</td>
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<td>(2) Intervention with Families; &quot;Parent Training&quot; Programs;</td>
<td>(2) Crais</td>
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April 24
(1) The Role of the Family in Child Assessment
Speaker: Crais
Readings: Crais (1996)

ASSESSMENT REPORT DUE

May 1
(1) Discussion of Assessment Experiences & Reports
(2) Course Evaluation

May 5
Exam 2-5 Room 106 BH

Course Requirements:

1. Discussion and participation in class are expected.
2. Two short-answer/essay examinations (100 pts each).
3. Participate in compiling developmental guidelines for young infants and toddlers. Students will work in groups of 2-3 and will use available developmental norms and standardized measures to develop a list of behaviors which are thought to be present at a particular age level. The behaviors are to represent those that should be expected of all children at a particular age. For example, if you have the 3 month age, then you should identify behaviors that ALL 3 month olds should have. Students will write the behaviors on a transparency and one or more members of the team will present the findings to the class on February 6. Please also bring copies of your milestones for your classmates to write on as we discuss them.
4. Three integration papers related to the assigned readings, including issues and ideas related to the topics. You will choose within the semester which topics to write about and will turn in each paper at the beginning of class on the day the class discussion takes place (not after). Each paper will be 2-3 double-space typed pages and will integrate the readings with your own comments about them. Do not just tell me what was presented in the articles or what you liked or disliked about them. I want you to think about them and integrate them with information and ideas from other classes, class discussions, and experiences. Your comments can relate to assessment or intervention issues, ideas, and activities you propose or have encountered. These papers are not to be discussed with your colleagues until after they have been submitted for grading. (50 pts. each).
5. Assessment activity. You will choose two of the assessment approaches/tools discussed in class to examine communication or related skills in one child with special needs. You can use any combination of the approaches or tools discussed in class, including but not limited to: AEPS Bricker); Communicative Intentions or other sections of CSBS (Wetherby & Prizant, 1993); Play or Cognitive Skills (informal or formal assessments); Language Development Survey (Roscorla); Infant-Toddler Language Scale (Rossetti); components of Mullen Scales; or parent interview and report (one of the McArthur Inventories). I prefer you choose tools or approaches that you are not very familiar with. If your supervisor requests that you use a standardized measure not discussed in class, that is fine, but ask your supervisor if you may also administer one from class discussions. If you already have access to a child in the age range from birth to two years, you and your supervisor can select which instruments or types of information would be useful. If you can't locate a child, let me know as soon as possible and we will investigate assessment sources. You will write an individual report for me (unedited by your supervisor) documenting your assessment procedures and results. If you work with a partner, each of you will write a report as if you did it all by yourself. For example, one person does the PLS-3 and the other person does a play-based assessment, each of you will give the other your results. Then each of you will write an independent report combining all the results. Write your report (using the DSHS format from your Handbook) as if you were sending it to another professional for intervention planning and be as specific as possible as to recommendations. Attached to the report give me a brief overview of the reasons you chose the assessment tools that you administered and your reactions to the assignment. An example report is at the back of your course pack. Due April 24 (100 pts.).
6. Observe in the NICU within one of the three area hospitals. You will have some choice & then be given the name and number of the contact person. You are to meet with the SLP and any other professionals that you can arrange to talk to about their roles in the NICU. The observation should be at least one hour, but can be longer if desired.

7. Observe one intervention session with a professional working with a young child with special needs between birth and two. I will help you locate professionals to observe.

8. Enjoy this class!!!