

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

New Course Modification

Department/School: Speech Language Pathology Date: February 19, 2020

Graduate or Undergraduate Course: Graduate

Course No. or Level: SLP 546 Title: Early Intervention for Infants and Toddlers: A Collaborative Approach

Semester hours: 3 Clock hours: Lecture: 3 Laboratory: N/A

Prerequisites: Pre-Professional prerequisite courses

Enrollment expectation 2.5

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

Substitute SLP 546 will replace SLP540
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dr. Frances Burns

Department Chairperson's/Dean's Signature Karen Sittings

Provost's Signature Peter King

Date of Implementation Fall 2020

Date of School/Department approval: February 19, 2020

- I. Catalog description: This course covers theoretical frameworks for the assessment and treatment of communication disorders in infants and toddlers. Key aspects of the Early Intervention process including routines-based interview and intervention, service coordination, collaboration, coaching caregivers, Child Outcome Summary-



**Francis Marion University
School of Health Sciences
Master of Speech-Language Pathology**

COURSE NUMBER: SLP 546

COURSE TITLE: Early Intervention for Infants and Toddlers: A Collaborative Approach

SEMESTER: Fall 2020

LEVEL: Graduate

CREDITS: 3.0

INSTRUCTOR: Frances Burns, Ph.D., CCC-SLP

Phone: 843-661-1897

E-mail: frances.burns@fmarion.edu

Office Hours:

2:00 -- 4:00pm Mondays

3:00 – 5:00pm Thursdays

Office: Carter Center for Health Sciences Rm. 359A

LABORATORY COMPONENT:

- None

COURSE PRE-REQUISITES:

- Pre-Professional prerequisite courses

COURSE DESCRIPTION:

This course covers theoretical frameworks for the assessment and treatment of communication disorders in infants and toddlers. Key aspects of the Early Intervention process including routines-based interview and intervention, service coordination, collaboration, coaching caregivers, Child Outcome Summary-Team Collaboration, the Individualized Family Service Plan (IFSP), and the Individualized Education Plan (IEP) are covered.

COURSE OBJECTIVES:

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

1. Explain why specific biological and environment factors place infants at risk for developmental delay.
2. Demonstrate knowledge of and skill in identifying methods of prevention of speech, language, hearing, and feeding/swallowing disorders in infants, toddlers and preschoolers from culturally and linguistically diverse (i.e., all) populations.
3. Demonstrate knowledge of the Early Intervention Process from Referral to Transition to preschool and elementary school.
4. Demonstrate knowledge of and skill in selecting and administering developmental screening and assessment tools for the Birth to Five population.
5. Assemble assessment kit for the Ages and Stages Questionnaire Screener-Third Edition (ASQ-3) and the Developmental Assessment of Young Children-Second Edition (DAYC-2).
6. Compare traditional and routines-based intervention.
7. Complete a child outcomes summary rating scale.
8. Demonstrate routines-based interview and routines-based intervention skills.
9. Explain reasons for choosing intervention strategies for communication, social-emotional, cognitive, pre-literacy, and adaptive skills.
10. Demonstrate the Embedded Practices and Intervention with Caregivers (EPIC) model.
11. Demonstrate strategies to enhance caregiver-infant attachment, interaction, and socio-communicative development.
12. Demonstrate how to build caregiver capacity through Coaching.
13. Develop an Individualized Family Service Plan (IFSP).
14. Discriminate family and child outcomes for Early Intervention and Early Childhood Special Education.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge of the linguistic, developmental and cultural bases of basic human communication in young children.
2. Identify pre and postnatal factors that may negatively impact normal development.
3. Demonstrate knowledge of and skill in identifying methods of prevention of speech, language, hearing and swallowing disorders in infants, toddlers and preschoolers.
4. Demonstrate knowledge of typical infant, toddler and pre-school hearing development and the impact on speech and language.
5. Demonstrate knowledge of the cognitive aspects of communication.
6. Demonstrate knowledge of and skill in selecting and administering age-appropriate screening and evaluation techniques and measurements for speech, language and hearing disorders.

7. Identify the associated linguistic/cultural issues.

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2017). This course addresses Standard IV B (<http://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>).

COURSE TOPICS

- A. Language Learning Disabilities
- B. Receptive and Expressive Language
- C. Social Aspects
- D. Coaching
- E. Service Coordination
- F. Routines-based Interview and Intervention
- G. Role of the SLP
- H. Speech-Language Impairments
- I. Reading Disorders
- J. Autism Spectrum Disorder in the Birth to Five Population
- K. IFSP/IEP
- L. Child Outcome Summary
- M. Assessment, Evaluation, and Programming Systems

COURSE PLAN:

Week 1-- 8/19/2019: Introductions, Syllabus, Infant Mortality, Prematurity, Populations at Risk, Models of Causation
<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Rossetti Chapter 1 ○ First Candle Website ○ The Compassionate Friend Website ○ NPR: This App Aims to Save New Moms' Lives
Week 2—9/2/2019: Labor Day-No Class
Week 3—9/9/2019: Newborn Transition and Behavior (Guest Speaker: Dr. Ruth Wittmann-Price)
DUE: Project #1-- Create PowerPoint Describing Risks for Developmental Delay, Rubric Provided
<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ TBA
Week 4—9/16/2019: Caregiver-Infant Attachment, Interaction, and Socio-Communicative Development

<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Rossetti Chapter 2 ○ Parenting as Relationship: A Framework for Assessment and Practice, Tuttle, Knudson-Martin, & Kim (2012) ○ Test #1
Week 5—9/23/2019: Psycholinguistics: Introduction and Applications
<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Normal Speech Errors and How They Happen: From Idea to Word, Menn & Dronkers
Week 6—9/30/2019: Psycholinguistics: Introduction and Applications
<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Experimental Studies of Normal Language Production and Comprehension: An Introduction to Experimental Methods in Psycholinguistics, Menn & Dronkers ○ Test #2
Week 7—10/7/2019 Fall Break, No Class
Week 8—10/14/2019: Psycholinguistics: Introduction and Applications, Goals and Outcomes for Early Intervention
<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Developmental Psycholinguistics: Studies of First Language Acquisition, Menn & Dronkers ○
Week 9—10/21/2019: Goals and Outcomes for Early Intervention, Routines-based Interview, Referral, Intake, Service Coordination, Transition
<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ TBA
Week 10—10/28/2019: Referral, Intake, Service Coordination, Transition; Assessment Practices,
<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ TBA
Week 11—11/4/2019: Assessment Practices, First Signs for Autism, Measure of Engagement, Independence, and Social Relationships (MEISR), Writing Functional Goals in Early Intervention
<ul style="list-style-type: none"> • Readings
Week 12—11/11/2019: Building Caregiver Capacity and Coaching in Early Intervention; Engagement and Embedding Intervention Practices
<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ TBA

Week 13—11/18/2019: Engagement and Embedding Intervention Practices
• Readings
Week 14—11/25/2019: All IFSP Projects Due, Project Presentations
• Readings
Week 15—12/2/2019: IFSP Project Presentations

FORMATIVE/SUMMATIVE ASSESSMENTS:

Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to question and answer periods at the beginning of lectures, your class discussions, examinations, and exit slips. The summative experience will be your final examination which will assess your ability to acquire and synthesize the knowledge and skills learned in class.

SPECIAL PROJECTS/ ACTIVITIES TO BE COMPLETED OUTSIDE OF SCHEDULED CLASSES:

Information about each assignment is listed below; specific instructions will be posted on Blackboard and/or provided in class. Assignments are to be handed in on the due date. Assignments handed in after the due date will be late and **5 points** will be deducted for each day overdue.

IFSP/IEP Project

Goals: to learn the Rossetti Infant-Toddler Language Scale, to observe and assess a young child’s communication, social and play skills, to hone parent interview skills, to write a comprehensive pediatric speech and language evaluation report (which may serve as a template for future reports).

Communication About Classes and Assignments

Students are expected to check Blackboard and email daily to ensure that they are fully aware of all assignments, announcements and other class related information. Failure to do so may limit the ability to complete assignments and receive full credit for class participation.

COURSE EVALUATION

1. Test #1.....100 points
2. Test #2.....100 points
3. Risk Developmental Delay Ppt.....100 points
4. IFSP Project #1.....100 points
5. Final Examination.....100 points

GRADING SCALE:

The final grade will be based upon points earned for all course assignments.

A = 90 -100

B+ = 85 - 89

B = 80 - 84

C+ = 75-79

C = 70 – 74

F = 69 and below

REQUIRED TEXTBOOK(S) & MATERIALS

Raver, S. & Childress, D. (2013). Family-centered early intervention: Supporting infants and toddlers in natural environments.

Weber, B. & Crawford, M.J. (2014). Early Intervention everyday: Embedding activities in daily routines for young children and their families.

McWilliam, R.A. & Casey, A.M. (2008). Engagement of every child in the preschool classroom.

SUPPLEMENTARY TEXTS & MATERIALS

Maul, C.A., Findley, B.R., Nicolson Adams, A. (2016). Behavioral principals in communicative disorders: Applications to assessment and treatment. Plural Publishing, Inc.

McCauley, R. and Fey, M. (2017) *Treatment of language disorders in children (2nd Edition)*. Brookes.

Additional readings will be assigned throughout the course by the instructor. This syllabus is a guide not a contract and may be altered throughout the course of the semester.

TEACHING/LEARNING STRATEGIES

Lectures

Students will be given an overview of the content and its significance of the course and of its relationship to their existing knowledge. Each subsequent lecture will begin with a similar overview linking the particular content of the presentation to the general overview.

Cooperative Learning

Students will be required to work in small groups to summarize classroom experiences and to solidify thought.

Teaching for Understanding

Throughout the semester the students will engage in a long-term, thinking-centered process as it relates to anatomy and physiology of verbal communication. There will also be occasions of assessment throughout the learning process from beginning to end. Sometimes the assessment may involve feedback from the instructor, sometimes from peers, sometimes from students' self-evaluation. Sometimes the teacher may give criteria, sometimes engage students in defining their own criteria. The constant factor will be the frequent focus on criteria, feedback, and reflection throughout the learning process.

POLICIES

Class Requirements

- Students must be willing to accept the responsibilities of university graduate students by reading the materials, taking the tests, completing assignments, and participating appropriately in class (e.g., adding to class discussion).
- Some classwork and homework will be assigned from time to time for practice and monitoring attention and progress even if not counted directly in the final grade.

Attendance

- Class attendance is required. Unexcused absences will not be permitted and will result in a 5% decrease in the final grade. For excuses, doctor's notes/documents are required, which can be verified by the instructor.
- Arriving after the class starts and/or departing before the class ends, will result in a 1point decrease in the final grade. A sign-in sheet will be used to verify for accountability.
- Please adopt a "buddy" (a fellow class member) to "cover" for you if you have to be absent from course activities. Your buddy should pick up any handouts and take notes for you. Students are responsible for material covered during an absence. A student with special medical problems should either contact his/her buddy or the instructor, so we'll know what to do in a medical emergency.
- The instructor will be available during posted office hours and by appointments. The best time to ask common questions relevant to all students is during the class.

Participation

- Class participation is important not only for the student but the classmates of the student.
- Students are expected to read all assigned work, from both on campus/site supervisors. They will be expected to participate in the class discussions, class projects and assignments as warranted.
- Please remember to bring your calculator to all course meetings/clinical sessions. You will not be allowed to use your mobile phone instead of the calculator.
- No food or drink is allowed in the class, or when participating in clinic.

Computer/ Technology Requirements

- Access to a word processing program for completing course assignments.
- Access to internet to obtain additional information useful in completing course assignments.
- Students are responsible for purchasing or borrowing a reliable computer that is suitable for working on online assignments; these materials should be accessed well in advance of formative assessments. Students who wait until close to the deadline, make themselves vulnerable to unforeseen events such as forgotten assignments from other classes, loss or breakdown of equipment, shortage or unavailability of required resources, and so forth.
- Students are also expected to check their FMU email address several times daily for any official communication.

Late Assignments

- Late assignments will not be accepted.
- Presentations and any other assignments or particular components of the project must be turned in on the due date to avoid receiving a "0."

Exam Policy

- Please do not ask to take any exam (including the final) early; the University requires that students complete final exams only at the scheduled time.
- Your instructor will not discuss grades over the phone, by email, or text message for any reason.
- Please do not ask your instructor for your final grade. Final grades are available through your online Swampfox account.

Classroom Behavior

- Please disable cell phones and other smart devices during class, unless essential and permitted by the instructor.
- Students who inappropriately use any such devices during class may not be permitted to use it for the remainder of the semester and may have additional appropriate restrictions.

Remediation

- It is expected that all graduate clinicians will achieve a level of competency for all objectives (80%). Therefore, graduate students performing below the expected criteria are responsible to increase their level of competency by meeting with the supervising speech-language pathologist and the university coordinator.
- A remediation plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include case scenarios,

additional readings, additional clinical assignments, and/or further academic courses.

Academic Integrity

- All students at Francis Marion University are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
 - Cheating (including copying other's work)
 - Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
 - Falsification of documents
 - Disclosure of test or other assignment content to another student
 - Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
 - Unauthorized academic collaboration with others
 - Conspiracy to engage in academic misconduct
- Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions.
- If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct."
- For more details, please see the University's Honor Code on page 59 of the 2017-2018 Student Handbook. Note that repeated acts of academic misconduct will lead to expulsion from the University.

Services for Students with Disabilities

- If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures.
- Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the OCT if they are not certain whether a medical condition/disability qualifies.
- Address: 121 S. Evander Drive
Florence, SC 29506
Office of Counseling and Testing
Francis Marion University

Phone: (843)661-1841

- Individuals with hearing impairments can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.

HIPAA

- The Francis Marion University Speech, Language and Hearing Clinic is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
- It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

New Course Modification

Department/School: Speech Language Pathology Date: February 4, 2020

Graduate or Undergraduate Course: Graduate

Course No. or Level: SLP 542 Title: Autism Spectrum Disorder

Semester hours: 3 Clock hours: Lecture: 3 Laboratory: N/A

Prerequisites: Pre-Professional prerequisite courses

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

Substitute SLP 635 Instrumentation in Speech-Language and Hearing Sciences (3)
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dr. Frances Burns

Department Chairperson's/Dean's Signature Frances Burns / Karen Dittling

Provost's Signature Peter King

Date of Implementation _____

Date of School/Department approval _____

- I. Catalog description: This course provides an overview of the etiological factors, diagnostic criteria, and the main characteristics of Autism Spectrum Disorder (ASD), with special focus on communication deficits and how to manage them. Current research on assessment and intervention methods will be covered.

- Purpose:
1. Graduate-level students in Speech-Language Pathology.
 2. This course is designed to prepare students to diagnose and provide intervention for individuals on the Autism Spectrum, who have communication, social, and behavioral challenges.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, and interactive group discussion.

Textbook and/or materials planned (including electronic/multimedia):

Hall, Laura J. (2018). Autism Spectrum Disorders: From theory to practice, Third Edition. Pearson

1. www.asha.org/public/speech/disorders/autism.htm
2. <http://leader.pubs.asha.org/data/journals/ASHANL/929389/DSM-5-Chart.pdf>
3. www.autismspeaks.org
4. <https://afirm.fpg.unc.edu/>

Course Content: Course content includes a history of the classification systems for Autism Spectrum Disorder (ASD), best practices for assessment and diagnoses of ASD, evidence-based intervention methods that focus on management of communication, social, and behavioral challenges, how to collaborate with families and other professions in supporting individuals with ASD, and how to monitor progress.

When completed, forward to the Office of the Provost.



**Francis Marion University
School of Health Sciences
Master of Speech-Language Pathology**

COURSE NUMBER: SLP 542

COURSE TITLE: Autism Spectrum Disorder

SEMESTER: Spring 2021

LEVEL: Graduate

CREDITS: 3.0

INSTRUCTOR: Frances Burns, Ph.D., CCC-SLP

Phone: 843-661-1897

E-mail: frances.burns@fmarion.edu

Office Hours:

2:00 -- 4:00pm Mondays

3:00 – 5:00pm Thursdays

Office: Carter Center for Health Sciences Rm. 359A

LABORATORY COMPONENT:

- None

COURSE PRE-REQUISITES:

- Pre-Professional prerequisite courses

COURSE DESCRIPTION:

This course provides an overview of the etiological factors, diagnostic criteria, and the main characteristics of Autism Spectrum Disorder (ASD), with special focus on communication deficits, and how to manage them. Current research on assessment and intervention methods will be covered.

COURSE OBJECTIVES:

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

1. Discuss the possible etiologies, diagnostic criteria, and contributing factors of ASD.

2. Identify and give examples of the speech, language, and communication characteristics of ASD, including receptive and expressive language skills, cognitive-communicative behaviors, social communication skills and use of communication modalities.
3. Identify family, social and educational issues related to ASD.
4. Describe the roles and responsibilities of speech-language pathologists when working with persons with ASD and their families.
5. Use their knowledge of current methods for management of communication disorders in individuals with ASD to create widely-accepted, community-based and family-centered intervention programs.
6. Develop interdisciplinary approaches for assessment and intervention for ASD.
7. Use their knowledge of current methods for assessment of communication disorders in individuals for ASD to create and implement comprehensive, informative assessment plans
8. Use their knowledge of current methods of intervention for communication disorders in individuals with ASD to create meaningful goals and appropriate treatment protocols.
9. Describe ways to use Augmentative and Alternative Communication methods to support functional communication in individuals with ASD.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course, students will be able to:

8. Demonstrate knowledge of neurophysical mechanisms underlying speech, phonation, cognitive-linguistic and auditory processes of ASD.
9. Demonstrate knowledge and skills necessary for the assessment and treatment of ASD.
10. Integrate cultural and demographic information into assessment and treatment strategies.
11. Develop appropriate treatment plans based on assessment results.
12. Evaluate strategies for preventing and addressing challenging behavior.
13. Develop strategies for incorporating peers and caregivers to support behavior management.
14. Develop strategies to embed communication in ongoing routines.
15. Collaborate with General Educators to design curriculum guided by general education standards.
16. Self-critique performance through observations and written analyses of treatment sessions and provide suggestions for further skill development based on findings.

COURSE TOPICS

1. Autism Spectrum Disorders, including diagnosis, etiology, prevalence, and characteristics.
2. Screening/examination instruments and diagnostic processes
3. Family, social, and educational issues associated with ASD.
3. Roles and responsibilities of the speech-language pathologist when working with individuals with ASD.
4. Evidence-based methods of assessment and intervention.
5. Characteristics of fad treatments of ASD.
5. Collaborating with other professionals for optimal outcomes.
6. Effective implementation of evidence-based practices.

COURSE PLAN:

Week 1—Classification systems for Autism Spectrum Disorders; History of Attribution of Cause
<ul style="list-style-type: none"> • Reading: Hall, Chap 1 • Journal Readings: TBA
Week 2— Assessment-Screening and Diagnostic Processes, Curriculum-Based Assessment
<ul style="list-style-type: none"> • Reading: Hall, Chap 2 • Quiz #1
Week 3-- Assessment-Screening and Diagnostic Processes, Assessment for Educational Planning
Week 4—Effective Implementation of Evidence-based Practices: The Individualized Education Plan (IEP) and the Individualized Family Service Plan
<ul style="list-style-type: none"> • Reading: Hall, Chap 3 • Journal Readings: TBA • Quiz #2
Week 5— Applied Behavioral Analysis: Principles in Practice; Evolution of Identifying the Function of Challenging or Problem Behavior,
<ul style="list-style-type: none"> • Reading: Hall, Chap 4 • Journal Readings:
Week 6— Applied Behavioral Analysis: Principles in Practice: Data Collection and Progress Monitoring
<ul style="list-style-type: none"> • Reading: Hall, Chap 5 • Midterm Examination
Week 7—Focus on Communication: Learning Outcomes, Enhancing Educator Skills as Communication Partners
<ul style="list-style-type: none"> • Reading: Hall, Chap 6 • Journal Readings: TBA • Quiz #3
Week 8— Focus on Communication: Focus on Oral Communication; Augmentative and Alternative Communication
<ul style="list-style-type: none"> • Reading: Hall, Chap 7

<ul style="list-style-type: none"> • Journal Readings: TBA
Week 9—Fad Treatments for ASD
<ul style="list-style-type: none"> • Journal Readings: TBA
Week 10— Developmental, Social-Relational, Transactional, and Other Approaches to Intervention
<ul style="list-style-type: none"> • Quiz #4
<ul style="list-style-type: none"> • Reading: Hall, Chap 8
<ul style="list-style-type: none"> • Journal Readings: TBA
Week 11— Building Social Skills and Social Relationships
<ul style="list-style-type: none"> • Reading: Hall, Chap 8
<ul style="list-style-type: none"> • Journal Readings: TBA
Week 12— Transition to Adulthood: Person-Centered Planning, Planning for Career Options, Cultural Considerations, Collaborating with Adult Agencies
<ul style="list-style-type: none"> • Quiz #5
<ul style="list-style-type: none"> • Reading: Hall, Chap 9
<ul style="list-style-type: none"> • Journal Readings: TBA
Week 13— Systems of Support for Individuals with ASD and Their Families: A Model of Interrelated Systems; Working Collaboratively with Families Using a Partnership Model;
<ul style="list-style-type: none"> • Reading: Hall, Chap 10
<ul style="list-style-type: none"> • Journal Readings: TBA
Week 14— Systems of Support for Individuals with ASD and Their Families: Working in Collaboration with Diverse Families and Diverse Communities.
<ul style="list-style-type: none"> • Quiz #6
<ul style="list-style-type: none"> • Reading: Hall, Chap 10
<ul style="list-style-type: none"> • Journal Readings: TBA
Week 15-- Ongoing Progress Monitoring and Program Evaluation
<ul style="list-style-type: none"> • Journal Readings: TBA

FORMATIVE/SUMMATIVE ASSESMENTS:

Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to question and answer periods at the beginning of lectures, your class discussions, and quizzes. The summative experience will be your final examination which will assess your ability to acquire and synthesize the knowledge and skills learned in class.

SPECIAL PROJECTS/ ACTIVITIES TO BE COMPLETED OUTSIDE OF SCHEDULED CLASSES:

Information about each assignment is listed below; specific instructions will be posted on Blackboard and/or provided in class. Assignments are to be handed in on the due date. Assignments handed in after the due date will be late and **5 points** will be deducted for each day overdue.

AUTISM FOCUSED INTERVENTION RESOURCES AND MODULES (AFIRM)

Students are required to complete six (6) AFIRM modules. AFIRM modules are designed to help students learn the step-by-step process of planning for, using, and monitoring an evidence-based practice with learners with ASD from birth to 22 years of age.

INTERVENTION VIDEO

Students are required to submit a video of an evidence-based intervention that demonstrates how to embed communication strategies into a client’s ongoing routines. A rubric will be provided.

Communication About Classes and Assignments

Students are expected to check Blackboard and email daily to ensure that they are fully aware of all assignments, announcements and other class related information. Failure to do so may limit the ability to complete assignments and receive full credit for class participation.

COURSE EVALUATION

6. Quizzes.....	25%
7. AFFIRM.....	10%
8. Intervention Video.....	15%
9. Midterm.....	25%
10. Final Examination.....	25%

GRADING SCALE:

The final grade will be based upon points earned for all course assignments.

- A = 90 -100
- B+ = 85 - 89
- B = 80 - 84
- C+ = 75-79
- C = 70 – 74
- F = 69 and below

REQUIRED TEXTBOOK(S) & MATERIALS

Hall, Laura J. (2018). Autism Spectrum Disorders: From theory to practice, Third Edition. Pearson

Required Readings

1. Adams, C., Lockton, E., Freed, J., Gaile, J., Earl, G., McBean, K., Law, J. (2012) The social communication intervention project: a randomized controlled trial of the effectiveness of speech and language therapy for school-age children who

- have pragmatic and social communication problems with or without autism spectrum disorder. In *J Language & Communication Disorders*, 47: 233-244.
2. Begeer, S., El Bouk, S., Boussaid, W., Terwogt, M. M., & Koot, H.M. (2009). Underdiagnosis and referral bias of autism in ethnic minorities. *Journal of Autism and Developmental Disorders*, 39, 142-148.
 3. Ganz, J., B., Earles-Vollrath, T.L., Heath, A.K., Parker, R., I., Rispoli, M.J., & Duran, J.B. (2011). A meta-analysis of single case research studies on aided augmentative and alternative communication systems with individuals with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 42, 60-74.
 4. Hart, J.E., Whalon, K.J. (2008). Promote academic engagement and communication of students with autism spectrum disorders in inclusive settings. *Intervention in School and Clinic*, 44, 116-120.
 5. Huerta, M., Bishop, S.L., Duncan, A., Hus, V., & Lord, C. (2012). Application of DSM-5 criteria for autism spectrum disorder to three samples of children with DSM-IV diagnoses of pervasive developmental disorders. *American Journal of Psychiatry*, 169-1056-1064.
 6. Karkhaneh, M., Clark, B., Ospina, M.B., Seida, J.C., Smith, V., & Harlting, L. (2010). A systematic review to improve social skills in children with autism spectrum disorder: A systematic review. *Autism* 14, 641-662.
 7. Landa, R., J., & Kalb, L.G. (2012). Long-term outcomes of toddlers with autism spectrum disorders exposed to short-term intervention. *Pediatrics*, 130, 186-190.
 8. Lanter, E., & Watson, L.R. (2008). Promoting literacy in students with ASD: the basis for the SLP. *Language, Speech, and Hearing Services in Schools*, 39, 33-43.
 9. Prelock, P. (2001). Understanding autism spectrum disorders & the roles of SLPs & Audiologists in service delivery, *ASHA Leader*, 6, 17, 4-17.
 10. Prizant, B.M., Wetherby, A., M., Rubin, E., Laurent, A.C., & Rydel, P.J. (2006). *The SECRETS Model: Comprehensive educational approach for children with autism spectrum disorders*. Baltimore, MD: Brookes.
 11. Reichow, B., Barton, E.E., Boyd, B. A., & Hume, K. (2012). Early intensive behavioral intervention (EIBI) for young children with autism spectrum disorders (ASD). *Cochrane Database of Systematic Reviews* 2012, 10., [WEBSTITE???](#)
 12. Salhia, S., Al-Nasser, L., Taber, II., Al-Khathaami, A., & El-Metwally, A., (2014). Systematic review of the epidemiology of autism in Arab Gulf Countries., *Neurosciences*, 19 (4), 291-296. www.neurosciencejournal.org
 13. Wang, S., Parrial R., & Cuie, Y. (2012). Meta-analysis of social skills interventions of single-case research for individuals with autism spectrum disorders: Results from three-level HLM. *Journal of Autism and Developmental Disorders*, 1-16.
 14. Watson, L., R., Crais, E.R., Baranek, G.T (Dykstra, J.R., Wilson, K.P., Hammer, C.S., & Woods, J. (2013). Communicative gesture use in infants with and without autism: a retrospective home video study. *AJSLP*, 22(1), 23-39.

15. Winner, M.G., & Crooke, P.J. (2011, January 18). Social communication strategies for adolescents with autism. The ASHA Leader.

SUPPLEMENTARY TEXTS & MATERIALS

1. www.asha.org/public/speech/disorders/autism.htm
2. <http://leader.pubs.asha.org/data/journals/ASHANL/929389/DSM-5-Chart.pdf>
3. www.autismspeaks.org
4. <https://afirm.fpg.unc.edu/>

Additional readings will be assigned throughout the course by the instructor. This syllabus is a guide not a contract and may be altered throughout the course of the semester.

TEACHING/LEARNING STRATEGIES

Lectures

Students will be given an overview of the content and its significance of the course and of its relationship to their existing knowledge. Each subsequent lecture will begin with a similar overview linking the particular content of the presentation to the general overview.

Cooperative Learning

Students will be required to work in small groups to summarize classroom experiences and to solidify thought.

POLICIES

Class Requirements

- Students must be willing to accept the responsibilities of university graduate students by reading the materials, taking the tests, completing assignments, and participating appropriately in class (e.g., adding to class discussion).
- Some classwork and homework will be assigned from time to time for practice and monitoring attention and progress even if not counted directly in the final grade.

Attendance

- Class attendance is required. Unexcused absences will not be permitted and will result in a 5% decrease in the final grade. For excuses, doctor's notes/documents are required, which can be verified by the instructor.
- Arriving after the class starts and/or departing before the class ends, will result in a 1point decrease in the final grade. A sign-in sheet will be used to verify for accountability.
- Please adopt a "buddy" (a fellow class member) to "cover" for you if you have to be absent from course activities. Your buddy should pick up any handouts and take notes for you. Students are responsible for material covered during an

absence. A student with special medical problems should either contact his/her buddy or the instructor, so we'll know what to do in a medical emergency.

- The instructor will be available during posted office hours and by appointments. The best time to ask common questions relevant to all students is during the class.

Participation

- Class participation is important not only for the student but the classmates of the student.
- Students are expected to read all assigned work, from both on campus/site supervisors. They will be expected to participate in the class discussions, class projects and assignments as warranted.
- Please remember to bring your calculator to all course meetings/clinical sessions. You will not be allowed to use your mobile phone instead of the calculator.
- No food or drink is allowed in the class, or when participating in clinic.

Computer/ Technology Requirements

- Access to a word processing program for completing course assignments.
- Access to internet to obtain additional information useful in completing course assignments.
- Students are responsible for purchasing or borrowing a reliable computer that is suitable for working on online assignments; these materials should be accessed well in advance of formative assessments. Students who wait until close to the deadline, make themselves vulnerable to unforeseen events such as forgotten assignments from other classes, loss or breakdown of equipment, shortage or unavailability of required resources, and so forth.
- Students are also expected to check their FMU email address several times daily for any official communication.

Late Assignments

- Late assignments will not be accepted.
- Presentations and any other assignments or particular components of the project must be turned in on the due date to avoid receiving a "0."

Exam Policy

- Please do not ask to take any exam (including the final) early; the University requires that students complete final exams only at the scheduled time.
- Your instructor will not discuss grades over the phone, by email, or text message for any reason.
- Please do not ask your instructor for your final grade. Final grades are available through your online Swampfox account.

Classroom Behavior

- Please disable cell phones and other smart devices during class, unless essential and permitted by the instructor.
- Students who inappropriately use any such devices during class may not be permitted to use it for the remainder of the semester and may have additional appropriate restrictions.

Remediation

- It is expected that all graduate clinicians will achieve a level of competency for all objectives (80%). Therefore, graduate students performing below the expected criteria are responsible to increase their level of competency by meeting with the supervising speech-language pathologist and the university coordinator.
- A remediation plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include case scenarios, additional readings, additional clinical assignments, and/or further academic courses.

Academic Integrity

- All students at Francis Marion University are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
 - Cheating (including copying other's work)
 - Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
 - Falsification of documents
 - Disclosure of test or other assignment content to another student
 - Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
 - Unauthorized academic collaboration with others
 - Conspiracy to engage in academic misconduct
- Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions.
- If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct."
- For more details, please see the University's Honor Code on page 59 of the 2017-2018 Student Handbook. Note that repeated acts of academic misconduct will lead to expulsion from the University.

Services for Students with Disabilities

- If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures.
- Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the OCT if they are not certain whether a medical condition/disability qualifies.
- Address: 121 S. Evander Drive
Florence, SC 29506
Office of Counseling and Testing
Francis Marion University
Phone: (843) 661-1841
- Individuals with hearing impairments can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.

HIPAA

- The Francis Marion University Speech, Language and Hearing Clinic is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
- It is important to remember to be compliant with the HIPAA rules in class as well as in clinic.