

**University of Utah  
Department of Special Education**

**Course Title:** SPED 5320/6320  
Communication and Social Development and Intervention in Early Childhood  
**Day / Time:** 4:35 to 7:05 p.m., Tuesday  
**Location:** MBH 201  
**Credits:** 3.0 hours  
**Instructor:** Susan Johnston, Ph.D. CCC-SLP  
**Office:** MBH 214  
**Phone:** 581-5187  
**Email:** Johnst\_S@gse.utah.edu  
**Office Hours:** By Appointment

**Required Texts:**

The following required texts are available at the University Bookstore:

McCormick, L., Loeb, D., Schiefelbusch, R. (2003). *Supporting Children with Communication Difficulties in Inclusive Settings (2nd Ed.)*. Needham Heights, MA: Allyn & Bacon.

Heidemann, S., & Hewitt, D. (1992). *Pathways to Play: Developing Play Skills in Young Children*. St. Paul, MN: Redleaf Press.

Tabors, P. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language*. Baltimore, MD: Paul H. Brookes.

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York, NY: Noonday Press. **(NOTE: This book is available in many libraries and bookstores. You may also purchase it for approximately \$12.60 + S&H at Amazon.com)**

Linder, T. (1993). *Transdisciplinary play-based assessment: A functional approach to working with young children*. Baltimore, MD: Paul H. Brookes. **(NOTE: This is a required text in another class)**

**Required Readings:**

A required supplemental reading packet is available for check-out (a) in the Department of Special Education reception area (MBH 221), or (b) at the reserve desk of the Marriott Library.

**Required Materials:**

Materials necessary for the completion of Assignment #6 will be made available during the appropriate class session. Cost of these materials is \$5.00.

**Accommodations / Adaptations:**

The Department of Special Education is committed to policies of equal opportunity and affirmative action, and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, status as a Vietnam veteran, disabled veteran, or person with a disability. 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 instructor and to the Center for Disability Services, 162 Olpin Bldg., 581-5020 (V/TDD) to make arrangements for accommodations. All printed information for this course can be made available in alternative format with prior notification to the Center for Disability Services. Evidence of practice not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, at 581-8365.

This information is available in alternative format with prior notification.

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**Course Description:**

This course is designed to provide an examination of (a) typical communication and social development during early childhood and (b) a variety of validated intervention strategies that can be used to enhance the communicative and social competence of infants, toddlers, and preschoolers who have developmental delays or disabilities. This course emphasizes 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.

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**Course Objectives:**

Students successfully completing SPED 5320/6320 will:

- (a) 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).
- (b) Demonstrate knowledge of varying theories and perspectives of communication development and intervention and the relationship between communicative behavior and other areas of child development.
- (c) Demonstrate knowledge of communication skills for use with families that are family centered and reflects cultural sensitivity.
- (d) 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.
- (e) 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.
- (f) 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.
- (g) 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.
- (h) Develop a plan for using a peer-based intervention to achieve a social or play goal for a preschool child with disabilities.
- (i) 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 nonsymbolic communication with children with profound disabilities, and c) strategies for communication with children with sensory impairments, including deaf-blindness and conductive hearing loss.

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**Course Requirements:****SPED 5320**

**Assignments:** Students enrolled in SPED 5320 will have the opportunity to complete 7 assignments. More specific information regarding each assignment will be provided during the class session in which it is assigned.

- (1) Assessment of a Child Communicating Primarily on a Presymbolic Level
- (2) Assessment of a Child Communicating Primarily on a Symbolic Level
- (3) Assessing Play of a Presymbolic OR Symbolic Communicator
- (4) Developing Intervention Plans
- (5) Implementing Intervention Plans
- (6) Making Switches
- (7) Roundtable Presentation of Intervention Outcomes

**SPED 6320**

**Assignments:** Students enrolled in SPED 6320 will have the opportunity to complete 8 assignments. More specific information regarding each assignment will be provided during the class session in which it is assigned.

- (1) Assessment of a Child Communicating Primarily on a Presymbolic Level
- (2) Assessment of a Child Communicating Primarily on a Symbolic Level
- (3) Assessing Play of a Presymbolic OR Symbolic Communicator
- (4) Developing Intervention Plans
- (5) Implementing Intervention Plans
- (6) Making Switches
- (7) Formal Oral and Poster Presentation of Intervention Outcomes
- (8) Roundtable Discussion of SPED 5320 Intervention Outcomes

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**Grading:****Assignments:**

Assignments will be introduced during the appropriate course sessions. More 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 in order for consideration to be given to (a) allowing the assignment to be turned in late, and (b) whether or not points will be deducted.

**Course Grade:**

Students will be evaluated on the basis of the assignments. 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 for the assignments. The numerical value obtained will be converted to a percentage, with the grading scale as follows:

<u>Percentage</u>	<u>Letter Grade</u>
92-100	A
90-91	A-
88-89	B+
82-87	B
80-81	B-

78-79	C+
72-77	C
70-71	C-
68-69	D+
62-67	D
60-61	D-
0-59	E

Please call or set up an appointment if you have any questions about any of the assignments or grades.

<b>Topics:</b>	Introductions and course overview Early development (Birth-4) Early typical communication development Relationship between early cognitive, lang., social, & motor dev. Overview of theories of communication and language development Perspectives on communication development, implications for intervention Communication problems associated with specific disabilities
<b>Assigned Reading:</b>	Chapter 1: Introduction to Language Acquisition (McCormick Text) Chapter 2: Language Theory and Practice (McCormick Text) Chapter 3: Characteristics of Students with Language and Communication Difficulties (McCormick Text) Chapter 4: Families: The First Communication Partners (McCormick Text) Hart, B. (2000). A natural history of early language experience. <i>Topics in Early Childhood Special Education</i> . 20(1). 28-32.
<b>Objectives Addressed:</b>	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.
<b>Assignment Given:</b>	None
<b>Assignment Due:</b>	None

**SPED 5320/6320**  
**September 2, 2003**

**Topic:** Assessment of Presymbolic Communicators

**Assigned Reading:**

Ogletree, B. & Daniels, D. (1993). *Communication-based assessment and intervention for prelinguistic infants and toddlers: Strategies and issues*. pp. 22-30.

McCathren, R., Yoder, P., & Warren, S. (1999). The relationship between prelinguistic vocalization and later expressive vocabulary in young children with developmental delay. *Journal of Speech, Language, and Hearing Research*. 42(4), 915-924.

**Objectives Addressed:**

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.

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.

**Assignment Given:** SPED 5320 and SPED 6320: (#1) Assessment of a Child Communicating Primarily on a Presymbolic Level

**Assignment Due:** None

**SPED 5320/6320**  
**September 9, 2003**

**Topic:** Assessment of Symbolic Communicators

**Assigned Reading:**

Chapter 6: Diagnostic and Descriptive Assessment (McCormick Text)

Chapter 7: Ecological Assessment and Planning (McCormick Text)

Linder, T. (1990). Observation Guidelines for Communication and Language Development. *Transdisciplinary play-based assessment: A functional approach to working with young children*, 179-200. Baltimore: Paul H. Brookes. **(Note: you have this from a previous class)**

**Objectives Addressed:**

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.

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.

**Assignment Given:** SPED 5320 and SPED 6320: (#2) Assessment of a Child Communicating Primarily on a Symbolic Level

**Assignment Due:** None

**SPED 5320/6320**  
**September 16, 2003**

**Topic:** Assessment of Play

- Infant play and communication
- Parent-child social interactions
- Turn-taking and responsivity
- Temperament
- Cultural issues in intervention

**Assigned Reading:** Pathways to Play (Heidemann Text)

Tsao, L. (2002). How much do we know about the importance of play in child development? Review of research. *Childhood Education*, 78(4), 230-233.

**Objectives Addressed:**

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.

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.

**Assignment Given:** SPED 5320 and SPED 6320: (#3) Assessing Play of Symbolic or Presymbolic Communicators

**Assignment Due:** SPED 5320 and SPED 6320: (#1) Assessment of a Child Communicating Primarily on a Pre-Symbolic Level

**SPED 5320/6320**  
**September 23, 2003**

**Topic:** Play Intervention Strategies

**Assigned Readings:** Pathways to Play (Heidemann Text)

Terpstra, J., Higgins, K., Pierce, T. (2002). "Can I Play?": Classroom-based interventions for teaching play skills to children with autism. *Focus on Autism and Other Developmental Disabilities, 17*(2), 119-126.

Chandler, L. (1998). Promoting positive interaction between preschool-age children during free play. *Young Exceptional Children, 1*(3), 14-19.

McCabe, J., Jenkins, J., Mills, P., Dale, P., Cole, K. (1999). Effects of group composition, materials, and developmental level on play in preschool children with disabilities. *Journal of Early Intervention, 22*(2), 164-178.

Hanline, M. (1999). Developing a preschool play-based curriculum. *International Journal of Disability, Development, and Education, 46*(3), 289-305.

**Objectives Addressed:**

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.

**Assignment Given:** None

**Assignment Due:** None

**SPED 5320/6320**  
**September 30, 2003**

<b>Topic:</b>	Verbal Communication: Intervention strategies
<b>Assigned Reading:</b>	Chapter 8: Language Intervention and Support (McCormick Text)  Chapter 10: Language Intervention in the Inclusive Preschool (McCormick Text)  Warren, S. (2000). The future of early communication and language intervention. <i>Topics in Early Childhood Special Education</i> , 20(1), 33-37.  Iacono, T. (1999). Language Intervention in Early Childhood. <i>International Journal of Disability, Development, and Education</i> , 46(3), 383-420.  Filla, A., Wolery, M. & Anthony, L. (1999). Promoting children's conversations during play with adult prompts. <i>Journal of Early Intervention</i> , 22(2), 93-108.  Mobayed, K., Collins, B., Sangis, D., Schuster, J., Hemmeter, M. (2000). Teaching parents to employ mand-model procedures to teach their children requesting. <i>Journal of Early Intervention</i> , 23(3), 165-179.
<b>Objectives Addressed:</b>	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.
<b>Assignment Given:</b>	None
<b>Assignment Due:</b>	SPED 5320 <u>and</u> SPED 6320: (#2) Assessment of a Child Communicating Primarily on a Symbolic Level

**Topic:** Verbal Communication: Intervention Issues (cont.)

**Assigned Reading:** Hancock, T. & Kaiser, A. (2002). The effects of trainer-implemented enhanced milieu teaching on the social communication of children with autism. *Topics in Early Childhood Special Education*, 22(1), 39-54.

Hemmeter, M. Grisham-Brown, J. (1997). Developing children's language skills in inclusive early childhood classrooms. *Dimensions of Early Childhood*, 6-13.

Jones, H. & Warren, S. (1991). Enhancing engagement in early language teaching. *Teaching Exceptional Children*, Summer, 48-50.

Williams, D. (1999). The child who stutters: Guidelines for the educator. *Young Exceptional Children*, 2(3), 9-14.

Chapter 9: Language Intervention with Infants and Toddlers (McCormick Text)

**Objectives Addressed:**

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.

**Assignment Given:** SPED 5320 and SPED 6320: (#4) Developing Intervention Plans

**Assignment Due:** SPED 5320 and SPED 6320: (#3) Assessing Play of Symbolic or Presymbolic Communicators

**SPED 5320/6320**  
**October 14, 2003**  
**CLASS CANCELED: INSTRUCTOR PRESENTING AT INTERNATIONAL CONFERENCE**

**SPED 5320/6320**  
**October 21, 2003**

- Topic:** Social interactions with siblings and peers
- Assigned Reading:** Garfinkle, A., & Schwartz, I. (2002). Peer imitation: Increasing social interactions in children with autism and other developmental disabilities in inclusive classrooms. *Topics in early childhood special education, 22*(1), 26-38.
- Dragow, E., Halle, J., & Phillips, J. (2001). Effects of different social partners on the discriminated requesting of a young child with autism and severe language delays. *Research in Developmental Disabilities, 22*(2), 125-139.
- Odom, S. & Strain, P. (1984). Classroom-based social skills instruction for severely handicapped preschool children. *Topics in Early Childhood Special Education, 4*(3), 97-116.
- Gonzales-Lopez, A. & Kamps, D. (1997). Social skills training to increase social interactions between children with autism and their typical peers. *Focus on Autism and Developmental Disabilities, 12*(1), 2-15.
- Objectives Addressed:**
- Demonstrate knowledge of communication skills for use with families that are family centered and reflects cultural sensitivity.
- 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.
- Assignment Given:** None
- Assignment Due:** None

**SPED 5320/6320**

**October 28, 2003**

**Topic:** AAC Assessment

**Assigned Reading:** Chapter 13: Supporting Augmentative Communication (McCormick Text)

Jones, S., Angelo, D., Kokoska, S. (1998). Stressors and family supports: Families with children using augmentative and alternative communication technology. *Journal of Children's Communication Development, 20*(2), 37-44.

**Objectives Addressed:**

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 nonsymbolic communication with children with profound disabilities, and c) strategies for communication with children with sensory impairments, including deaf-blindness and conductive hearing loss.

**Assignment Given:** SPED 5320 and SPED 6320: (#5) Implementing Intervention Plans

**Assignment Due:** SPED 5320 and SPED 6320: (#4) Developing Intervention Plans

**SPED 5320/6320**  
**November 4, 2003**

**Topic:** AAC Intervention: Expressive Communication

**Assigned Reading:** Chapter 12: Special Needs of Young Children with Severe Disabilities  
(McCormick Text)

Light, J., et al., (1999). Teaching partner focused questions to individuals who use augmentative and alternative communication to enhance their communicative competence. *Journal of Speech, Language and Hearing Research*, 42(1), 241-255.

Dicarlo, C. & Banajee, M. (2000). Using voice output devices to increase initiations of young children with disabilities. *Journal of Early Intervention*, 23(3), 191-199.

**Objectives Addressed:**

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 nonsymbolic communication with children with profound disabilities, and c) strategies for communication with children with sensory impairments, including deaf-blindness and conductive hearing loss.

**Assignment Given:** None

**Assignment Due:** None

**SPED 5320/6320**  
**November 11, 2003**

**Topic:** AAC Intervention: Receptive Communication

**Assigned Reading:** Excerpts from: Goossens, C. Crain, S. & Elder, F. (1992). *Engineering the preschool environment for interactive symbolic communication.*

Mirenda, P. (2001). Autism, augmentative communication, and assistive technology: What do we really know? *Focus on Autism and Developmental Disabilities, 16*(3), 141-151.

**Objectives Addressed:**

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 nonsymbolic communication with children with profound disabilities, and c) strategies for communication with children with sensory impairments, including deaf-blindness and conductive hearing loss.

**Assignment Given:** None

**Assignment Due:** None

**SPED 5320/6320**  
**November 18, 2003**

**Topic:** Utilizing assistive technology in communication and play

**Assigned Reading:** None

**Objectives Addressed:**

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 nonsymbolic communication with children with profound disabilities, and c) strategies for communication with children with sensory impairments, including deaf-blindness and conductive hearing loss.

**Assignment Given:** SPED 5320 and SPED 6320: (#6) Making Switches

**Assignment Due:** SPED 5320 and SPED 6320: (#6) Making Switches

**SPED 5320/6320**  
**November 25, 2003**

**Topic:** Data Based Decision Making

**Assigned Reading:** Alberto, P., & Troutman, A. (1990). Chapter 4: Collecting and Graphing Data. *Applied Behavior Analysis for Teachers*. (3<sup>rd</sup> ed., pp.95-145). New York: Merrill.

**Objectives Addressed:**

Demonstrate knowledge of communication skills for use with families that are family centered and reflects cultural sensitivity.

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.

**Assignment Given:** None

**Assignment Due:** Bring all Materials for Assignment #5 to Class

**SPED 5320/6320**  
**December 2, 2003**

**Topic:** Implications for Children and Families from Culturally and Linguistically Diverse Populations

**Assigned Reading:** Chapter 11: Children with Culturally Diverse Backgrounds (McCormick Text)

One Child, Two Languages (Tabors Text)

McLean, M. (1998). Assessing young children for whom English is a second language. *Young Exceptional Children*, 1(3), 20-25.

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York, NY: Noonday Press.

Hanson, M., Gutierrez, S., Morgan, M., Brennan, E. & Zercher, C. (1997). Language, Culture, and Disability: Interacting influences on preschool inclusion. *Topics in Early Childhood Special Education*, 17, 307-336.

**Objectives Addressed:**

Demonstrate knowledge of communication skills for use with families that are family centered and reflects cultural sensitivity.

**Assignment Given:** None

**Assignment Due:** None

**SPED 5320/6320**  
**December 9, 2003**

**Topic:** Present Intervention Plans

**Assigned Reading:** None

**Objectives Addressed:**

Demonstrate knowledge of communication skills for use with families that are family centered and reflects cultural sensitivity.

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.

**Assignment Due:** SPED 6030: (#7) Formal Oral and Poster Presentation of Intervention Outcomes  
SPED 5030: (#7) Roundtable Presentation of Intervention Outcomes  
SPED 6030: (#8) Roundtable Discussion of SPED5320 Intervention Outcomes