CSD 460: Language Assessment and Intervention for Children
Birth to Preschool
| 3 credits | Prerequisite(s): CSD 210, CSD 320, and senior standing

Course Catalogue Description
CSD 460: Students learn language assessment and intervention for children with language delays and disorders from birth to age six including language sampling and analysis procedures, interpreting formal and informal testing, facilitating language through strategies and corresponding theories, planning clinical management and intervention, and enhancing emergent literacy.

Course Objectives
The student will:
1. Understand the inter-relatedness of content/form/use and importance of integrating these pieces in language assessment and intervention. Assessment Tools: Discussions, Exams
2. Describe the typical development of birth to five language in the areas of content/form/use. Assessment Tools: Class Discussion, Language Sample Project, Exams
3. Apply an understanding of language development by assessing and coding birth to five language in children with language impairment. Assessment Tools: Assessment Assignment, Language Sample Project, Exams
4. Understand apply appropriate learning theory through development of appropriate birth to five language interventions. Assessment Tools: Literature Unit Project, Class Discussion

ASHA Knowledge and Skills Acquisition (This course is an early intervention KASA for UM Graduate Students)
Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and
expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. ASHA has specified that in order to be competent and prepared for a clinical fellowship upon graduation, you must achieve a level of 80% or better on each associated standard of knowledge and skill. These knowledge and skills will be assessed as delineated in the syllabus (e.g., examination, paper, presentation, project). Within this course, if a student is struggling in any knowledge and skill area, an additional learning opportunity (e.g., additional spoken or written summarizations of knowledge, project/paper revisions) may be provided to help support competency development. Regardless of the final grade in this course, if students continue to fail to achieve a competency level in an associated knowledge and skill area, then a formal remediation plan will be developed and implement. See formal remediation policy at the School website.

**Course Texts**

**Required Textbooks**


**Chapter Excerpt Provided**


**Other Materials:** Additional readings and materials will be posted throughout the term on the course website

**Technology Expectations**

Research has shown that students effectively learn when focused on single learning activities, are not distracted, and engaged in the act of writing and transforming knowledge. In order to be successful in online learning, first and foremost, dedicated time to immerse into new material is needed. More technologically-based, sufficient internet speed/bandwidth is necessary to maintain continuity of course access and timely submission of course material. Specifically, to be successful in our class students must have personal access to word processing, PDF converter, Flipgrid, Video Recording (e.g., phone, computer), screen recording (e.g., screencast-o-matic, computer’s internal camera), PPT voice over, Zoom, upload to YouTube. When facing difficulty using technology, and good ole Google isn’t helping, contact IT Help (406) 243-4357.