

SPEECHPATHOLOGY.COM

UNIVERSITY OF THE
PACIFIC | Benerd
College

Course Syllabus

EDUP 9483

Special Populations 1

EDUP 9483

Special Populations 1

Course Description

Speech-language pathologists (SLPs) provide services to students with a variety of communication disorders that extend beyond speech and language difficulties. School-based SLPs provide services to children from pre-school through adolescence who may be preverbal, autistic, in need of social and emotional supports, or have suffered a concussion or brain injury.

This course, presented by leading experts in speech-language pathology and allied professions, describes evidence-based assessment and intervention strategies specific to children in early intervention, as well as those with autism spectrum disorders, social communication disorders, and pediatric brain injury. It equips SLPs with strategies and resources to enhance their delivery of services to children in these special populations. Specific topics related to autism, adverse childhood experiences (ACEs), trauma-informed practice, neurodiversity, sensory processing, social communication, social-emotional skill development, and cognitive-communication abilities after TBI/concussion are covered.

Content consists of SpeechPathology.com courses, which are available in various formats, including recorded (video) webinars, audio-only (podcast), and text. Each student will select relevant individual courses from SpeechPathology.com to total the required hours for the number of credits they wish to earn (1-4).

Course Credits: 1-4

Grading Scale

A = 90-100 | B = 80-89 | C = 70-79 | D = 60-69 | F= 0-59

Course Outcomes

Students will be equipped with strategies and resources to enhance their delivery of speech-language pathology services focused on the assessment and management of autism spectrum disorders, social communication disorders, and pediatric brain injury in preschool and school-aged children.

Course Objectives/Outlines	Evidence Achieved
List and describe appropriate tools and procedures to assess language disorders and language-based learning disabilities.	Student will be assessed
List and describe considerations for assessing communication needs for children with autism spectrum disorders	Student will be assessed
Describe terminology related to neurodiversity, medical model vs. social model, and person-first language	Student will be assessed
Discuss evidence-based intervention strategies for SLPs working with children with autism spectrum disorders	Student will be assessed
Define ACEs and trauma-informed practice	Student will be assessed
Define and describe social communication disorders	Student will be assessed
Describe the assessment process for social communication disorders	Student will be assessed
Discuss evidence-based intervention strategies for treating social communication disorders, including functional goal-writing and progress monitoring	Student will be assessed
List and describe symptomatology of pediatric brain injuries	Student will be assessed
Discuss the SLP's role in the assessment and management of pediatric TBI/concussion including compensatory strategies and return-to-learn protocols	Student will be assessed and submit a report

Course Requirements

This course can be taken for 1-4 semester credits. Students will be graded on the completion of the online content (individual online courses) and their corresponding exams, as well as on the submission of a reflection report. Exams are open notes.

Final grade is based on:

Completing required number of hours of online courses - 60%

Exam scores for individual online courses - 20% (open book)

Reflection report - 20%

To receive 1 credit, you must:

- 1) Complete 15 hours of online SpeechPathology.com courses
- 2) Pass the exam for each online course with score of 80% or better (open notes)
- 3) Submit a 1-page (minimum 500 words), single-spaced narrative reflection report summarizing how the individual courses will contribute to your professional development
- 4) Submit a list of your completed online courses

To receive 2 credits, you must:

- 1) Complete 30 hours of online SpeechPathology.com courses
- 2) Pass the exam for each online course with score of 80% or better (open notes)
- 3) Submit a 1.5-page (minimum 750 words), single-spaced narrative reflection report summarizing how the individual courses will contribute to your professional development
- 4) Submit a list of your completed online courses

To receive 3 credits, you must:

- 1) Complete 45 hours of online SpeechPathology.com courses
- 2) Pass the exam for each online course with score of 80% or better (open notes)
- 3) Submit a 2-page (minimum 1000 words), single-spaced narrative reflection report summarizing how the individual courses will contribute to your professional development
- 4) Submit a list of your completed online courses

To receive 4 credits, you must:

- 1) Complete 60 hours of online SpeechPathology.com courses
- 2) Pass the exam for each online course with score of 80% or better (open notes)
- 3) Submit a 2.5-page (minimum 1250 words), single-spaced narrative reflection report summarizing how the individual courses will contribute to your professional development
- 4) Submit a list of your completed online courses

SpeechPathology.com courses completed prior to enrollment in this course may not count toward these requirements.

Reflection Report

After completing all individual online courses, you will write a reflection report summarizing how the course content has enhanced your professional development. The reflection report must answer the following prompt:

Describe how the information you learned in this course will contribute to your work as a speech-language pathologist. Include examples from the SpeechPathology.com courses you completed.

Your reflection report must be typed (not handwritten), in narrative style, and free of spelling and grammatical errors as expected for graduate-level academic work.

The required length of the reflection report is based on the number of credits you want to earn (1-4).

- 1 college credit = Minimum 500 words
- 2 college credits = Minimum 750 words
- 3 college credits = Minimum 1000 words
- 4 college credits = Minimum 1250 words

The reflection report will be evaluated on the following criteria:

- Includes the minimum required word count
- Addresses the prompt
- Includes example(s) from courses
- Communicates clearly

The reflection report must be submitted by the deadline indicated in your confirmation email.

Course Content

The content for the course comprises individual online SpeechPathology.com courses on the following topics: [Early Intervention](#), [Autism Spectrum Disorders \(ASD\)](#), [Social, Emotional, Behavioral, Neuro/Cognition/TBI \(Peds\)](#). You'll choose the individual courses in your preferred format(s) to best suit your professional development and learning needs. A CEU membership to SpeechPathology.com (\$99 per year) is required to access the courses.

SpeechPathology.com courses that you've completed prior to your registration/enrollment in this graduate-level credit course cannot be used toward graduate-level credit. If you register for more than one graduate-level credit course, you must take new (unique) SpeechPathology.com courses to fulfill the required hours.

Bibliography

- Akamoglu, Y., Ostrosky, M., Cheung, W., Yang, H., Favazza, P., Stalega, M., & Aronson-Ensign, K. (2019). Move together, communicate together: Supporting preschoolers' communication skills through physical activities. *Early Childhood Education Journal*, 47(6), 677-685.
- Andreatta, R. D. (2019). *Neuroscience fundamentals for communication sciences and disorders*. Plural Publishing.
- Baum, S. (2018). Partners in social learning. *ASHA Leader*, 23(3), 42.
- Beetz, A. M. (2017). Theories and possible processes of action in animal-assisted interventions. *Applied Developmental Science*, 21(2), 139-149.
- Benson, J. D., & Sabbagh, M. A. (2017). Executive functioning helps children think about and learn about others' mental states. In M. J. Hoskyn, G. Iarocci, & A. R. Young (Eds.), *Executive functions in children's everyday lives: A handbook for professionals in applied psychology* (pp. 54-69). Oxford University Press.
- Binns, A. V., Hutchinson, L. R., & Cardy, J. O. (2019). The speech-language pathologist's role in supporting the development of self-regulation: A review and tutorial. *Journal of Communication Disorders*, 78, 1-17.
- Blanc, M. (2012). *Natural language acquisition on the autism spectrum: The journey from echolalia to self-generated language*. Communication Development Center.
- Blaustein, M. E., & Kinniburgh, K. M. (2019). *Treating traumatic stress in children and adolescents*. Guilford.
- Bottema-Beutel, K. (2016). Associations between joint attention and language in autism spectrum disorder and typical development: A systematic review and meta-regression analysis. *Autism Research*, 9(10), 1021-1035. <https://doi.org/10.1002/aur.1624>
- Buschbacher, P., Fox, L., & Clarke, S. (2004). Recapturing desired family routines: A parent-professional behavioral collaboration. *Research & Practice for Persons with Severe Disabilities*, 29(1), 25-39. <https://doi.org/10.2511/rpsd.29.1.25>
- Cannella-Malone, H. I., Miller, O., Schaefer, J. M., Jimenez, E. D., Justin Page, E., & Sabielny, L. M. (2016). Using video prompting to teach leisure skills to students with significant disabilities. *Exceptional Children*, 82(4), 463-478. <https://doi.org/10.1177/0014402915598778>
- Capone Singleton, N., & Shulman, B. (2018). *Language development: Foundations, processes, and clinical applications* (3rd ed.). Jones & Bartlett Learning.
- Cermak, C. A., Scratch, S. E., Reed, N. P., Bradley, K., Quinn de Launay, K. L., & Beal, D. S. (2019). Cognitive communication impairments in children with traumatic brain injury: A scoping review. *The Journal of Head Trauma Rehabilitation*, 34(2), E13-E20.
- Champine, R. B., Hoffman, E. E., Matlin, S. L., Strambler, M. J., & Tebes, J. K. (2022). "What does it mean to be trauma-informed?": A mixed-methods study of a trauma-informed community initiative. *Journal of Child & Family Studies*, 31(2), 459 - 472.

Cohn, E. G., McVilly, K. R., Harrison, M. J., & Stiegler, L. N. (2022). Repeating purposefully: Empowering educators with functional communication models of echolalia in autism. *Autism & Developmental Language Impairments*, 7. <https://doi.org/10.1177/23969415221091928>

Cook, L. G., DePompei, R., & Chapman, S. B. (2011). Cognitive communicative challenges in TBI: Assessment and intervention in the long term. *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders*, 21(1), 33–42.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Pearson.

Coreno, A., & Ciccia, A. H. (2020). Supporting students with TBI: A clinically focused tutorial for speech-language pathologists. *Seminars in Speech and Language*, 41(2), 161–169. <https://doi.org/10.1055/s-0040-1701684>

den Houting, J. (2019). Neurodiversity: An insider's perspective. *Autism: The International Journal of Research and Practice*, 23(2), 271–273. <https://doi.org/10.1177/1362361318820762>

Dobson, D., & Dobson, K. S. (2018). *Evidence-based practice of cognitive-behavioral therapy*. Guilford.

Donaldson, A. L., Krejcha, K., & Mcmillin, A. (2017). A strengths-based approach to autism: Neurodiversity and partnering with the autism community. *Perspectives of the ASHA Special Interest Groups*, 2(1), 56–68. <https://doi.org/10.1044/persp2.SIG1.56>

Dunlap, G., & Fox, L. (2015). *The Pyramid Model: PBS in early childhood programs and its relation to school-wide PBS*. The Pyramid Model Consortium. www.pyramidmodel.org

Escolano-Pérez, E., Herrero-Nivela, M. L., & Losada, J. L. (2020). Association between preschoolers' specific fine (but not gross) motor skills and later academic competencies: Educational implications. *Frontier Psychology*, 11, 1044. <https://doi.org/10.3389/fpsyg.2020.01044>

Fazel, M., Reed, R. V., Panter-Brick, C., & Stein, A. (2012). Mental health of displaced and refugee children resettled in high-income countries: risk and protective factors. *Lancet*, 379(9812), 266–282. [https://doi.org/10.1016/S0140-6736\(11\)60051-2](https://doi.org/10.1016/S0140-6736(11)60051-2)

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) study. *American Journal of Preventive Medicine*, 14(4), 245–258. [https://doi.org/10.1016/S0749-3797\(98\)00017-8](https://doi.org/10.1016/S0749-3797(98)00017-8)

Ferretti, F., Adornetti, I., Chiera, A., Nicchiarelli, S., Valeri, G., Magni, R., Vicari, S., & Marini, A. (2018). Time and narrative: An investigation of storytelling abilities in children with autism spectrum disorder. *Frontiers in Psychology*, 9, 944. <https://doi.org/10.3389/fpsyg.2018.00944>

Ferrin, M., & Vance, A. (2014). Differential effects of anxiety and depressive symptoms on working memory components in children and adolescents with ADHD combined type and ADHD inattentive type. *European Child & Adolescent Psychiatry*, 23(12), 1161–1173. <https://doi.org/10.1007/s00787-013-0509-4>

Fox, L., & Sweet, J. (2017). Implementing partnerships with families to promote the social and emotional competence of young children. In M. D. Weist, S. A. Weist, K. Garbacz, L. Lane, & D. Kincaid, (Eds.), *Aligning and integrating family engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and strategies for families and schools in key contexts* (pp.84-97). University of Oregon Press.

Fulceri, F., Grossi, E., Contaldo, A., Narzisi, A., Apicella, F., Parrini, I., Tancredi, R., Calderoni, S., & Muratori, F. (2019). Motor skills as moderators of core symptoms in autism spectrum disorders: Preliminary data from an exploratory analysis with artificial neural networks. *Frontiers in Psychology, 9*, 2683. <https://doi.org/10.3389/fpsyg.2018.02683>

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.

Gerber, S. (2017). Embracing the potential of play for children on the autism spectrum. *Topics in Language Disorders, 37*(3), 229-240. doi: 10.1097/TLD.0000000000000128

Gooch, D., Thompson, P., Nash, H., Snowling, M., & Hulme, C. (2015). The development of executive function and language skills in the early school years. *Journal of Child Psychology and Psychiatry, 57*(2), 180-187.

Greenspan, S. I., & Wieder, S. (2009). *Engaging autism: using the floortime approach to help children relate, communicate and think* (1st ed.). Da Capo Lifelong Books.

Hammer, C. S., Farkas, G., & Maczuga, S. (2010). The language and literacy development of Head Start children: A study using the Family and Child Experiences Survey database. *Language, Speech, and Hearing Services in Schools, 41*(1), 70-83. [https://doi.org/10.1044/0161-1461\(2009/08-0050\)](https://doi.org/10.1044/0161-1461(2009/08-0050))

Harrison, L., & McLeod, S. (2010). Risk and protective factors associated with speech and language impairment in a nationally representative sample of 4- to 5-year old children. *Journal of Speech, Language, and Hearing Research, 53*(2), 508-529. [https://doi.org/10.1044/1092-4388\(2009/08-0086\)](https://doi.org/10.1044/1092-4388(2009/08-0086))

Horvath, S., Sudha, A. (2019). Optimal contexts for verb learning. *Perspectives of the ASHA Special Interest Groups, 4*(6), 1-11.

Kapa, L. L., & Erikson, J. A. (2020). The relationship between word learning and executive function in preschoolers with and without developmental language disorder. *Journal of Speech, Language, and Hearing Research, 63*(7), 2293-2307.

Kaushanskaya, M., Park, J., Gangopadhyay, I., Davidson, M., & Weismer, S. (2017). The relationship between executive functions and language abilities in children: a latent variables approach. *Journal of Speech, Language, and Hearing Research, 60*(4), 912-923. https://doi.org/10.1044/2016_JSLHR-L-15-0310

Koshimori, Y., & Thaut, M. (2019). New perspectives on music in rehabilitation of executive and attention functions. *Frontiers in Neuroscience, 13*(1245), 1-6.

Kotrba, A. (2015). *Selective mutism: An assessment and intervention guide for therapists, educators & parents*. PESI Publishing & Media.

Lavi, A., Mainess, K., & Daher, N. (2016). Clinical Assessment of Pragmatics (CAPs): A validation study of a video-based test of pragmatic language in adolescent students. *Autism Open Access, 6*(2). <http://dx.doi.org/10.4172/2165-7890.1000172>

Leadbitter, K., Buckle, K., Ellis, C., & Dekker, M. (2021). Autistic self-advocacy and the neurodiversity movement: Implications for autism early intervention research and practice. *Frontiers in Psychology, 12*.
<https://doi.org/10.3389/fpsyg.2021.635690>

Linder, D. E., Siebens, H. C., Mueller, M. K., Gibbs, D. M., & Freeman, L. M. (2017). Animal-assisted interventions: A national survey of health and safety policies in hospitals, eldercare facilities, and therapy animal organizations. *American Journal of Infection Control, 45*(8), 883-887. <https://doi.org/10.1016/j.ajic.2017.04.287>

Lundine, J., Ciccio, A., & Brown, J. (2019). The speech-language pathologists' role in mild traumatic brain injury for early childhood-, preschool-, and elementary school-age children: Viewpoints on guidelines from the Centers for Disease Control and Prevention. *American Journal Of Speech-Language Pathology, 28*(3), 1371-1376.
https://doi.org/10.1044/2019_AJSLP-18-0295

Marsh, E. J., & Barkley, R. A. (2006) *Treatment of childhood disorders*. Guilford.

Mashima, P. A., Waldron-Perrine, B., MacLennan, D., Sohlberg, M. M., Perla, L. Y., & Eapen, B. C. (2021). Interprofessional collaborative management of postconcussion cognitive symptoms. *American Journal of Speech-Language Pathology, 30*(4), 1598-1610.

McCoyd, J. L. M., & Walter, C. A. (2016). *Grief and loss across the lifespan: A biopsychosocial perspective* (2nd ed.). Springer Publishing.

McKelvey, L. M., Selig, J. P., & Whiteside-Mansell, L. (2017). Foundations for screening adverse childhood experiences: Exploring patterns of exposure through infancy and toddlerhood. *Child Abuse & Neglect, 70*, 112-121.
<https://doi.org/10.1016/j.chiabu.2017.06.002>

Mitchell, M. P., Ehren, B. J., & Towson, J. A. (2020). Collaboration in schools: Let's define it. *Perspectives of the ASHA Special Interest Groups, 5*(3), 732 - 751.

Nelsen, J. & Gfroerer, K. (2017). *Positive discipline tools for teachers: effective classroom management for social, emotional, and academic success*. Harmony Books.

Nicholson, J., Kurtz, J., Rivas, L., Henneman, T., Peeterson, E., Bryant, S., & Lin, B. (2021). *Trauma-responsive family engagement in early childhood*. Routledge.

Nicholson, J., Perez, L., & Kurtz, J. (2019) *Trauma-informed practices for early childhood educators: Relationship-based approaches that support healing and build resilience in young children*. Routledge.

O'Connor, R.A.G., van den Bedem, N., Blijd-Hoogewys, E. M. A., Stockmann, L., & Rieffe, C. (2022). Friendship quality among autistic and non-autistic (pre-) adolescents: Protective or risk factor for mental health? *Autism: The International Journal of Research and Practice, 26*(8), 2041-2051. <https://doi.org/10.1177/13623613211073448>

Roebuck-Spencer, T. M., Glen, T., Puente, A. E., Denney, R. L., Ruff, R. M., Hostetter, G., & Bianchini, K. J. (2017). Cognitive screening tests versus comprehensive neuropsychological test batteries: A national academy of neuropsychology education paper. *Archives of Clinical Neuropsychology, 32*(4), 491-498.

Sedgewick, F., Hill, V., & Pellicano, E. (2018). 'It's different for girls': Gender differences in the friendships and conflict of autistic and neurotypical adolescents. *Autism : The International Journal of Research and Practice*, 23(5), 1119–1132. <https://doi.org/10.1177/1362361318794930>

Spielmann, V., & Miller, L. J. (2020). Sensory integration and processing: Impact on anxiety in autism. In S. M. Edelson, and J. B. Johnson (Eds.), *Understanding and treating anxiety in autism*. Jessica Kingsley Press.

Taylor, L. T., & Whitehouse, A. J. O. (2016). Autism spectrum disorder, language disorder, and social (pragmatic) communication disorder: Overlaps, distinguishing features, and clinical implications. *Australian Psychologist*, 51(4), 287-295.

Thye, M. D., Bednarz, H. M., Herringshaw, A. J., Sartin, E. B., & Kana, R. K. (2018). The impact of atypical sensory processing on social impairments in autism spectrum disorder. *Developmental Cognitive Neuroscience*, 29, 151–167. <https://doi.org/10.1016/j.dcn.2017.04.010>

Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2009). Characteristics and consequences of adult learning methods and strategies. *Winterberry Research Syntheses*, 2(2), 1-33.

Walzer, N., Weaver, L., & McGuire, C. (2018). *Collective impact and community development issues*. Routledge.

Wasik, B., & Hindman, A. (2015). Talk alone won't close the 30-million word gap. *Phi Delta Kappan*, 96(6). <https://doi.org/10.1177/0031721715575300>

Watts, S., Tabor, L., & Plowman, E. K. (2016). To cough or not to cough? Examining the potential utility of cough testing in the clinical evaluation of swallowing. *Current Physical Medicine and Rehabilitation Reports*, 4(4), 262-276.

Williams, D. (2016). Problems with auditory comprehension, verbal encoding, and cognitive flexibility in autism spectrum disorders: Insights from neuroscience. *eHearsay* 6(3), 22-33.

Wilson-Pauwels, L., Stewart, P. A., Akesson, E. J., & Spacey, S. D. (2010). *Cranial nerves: function and dysfunction* (3rd ed.). People's Medical Publishing House.

Zetler, N. K., Cermak, S. A., Engel-Yeger, B., & Gal, E. (2019). Somatosensory discrimination in people with autism spectrum disorder: A scoping review. *American Journal of Occupational Therapy*, 73(5). <https://doi.org/10.5014/ajot.2019.029728>

Instructor / Contact Information

Instructor:

Katie Ondo, MA, CCC-SLP, CHSE

SpeechPathology.com Graduate Credit Program Administrator:

Ellie Jansen

gradcredit@speechpathology.com | 763-203-8278