

**Old Dominion University
Darden College of Education
Department of Communication Disorders and Special Education
SPED 569: Communication/Language Development & Intervention Strategies**



Course Number: SPED 569

Course Title: Communication/Language Development & Intervention Strategies

Instructor:

Time:

Location:

Mission Statement of the Darden College of Education

Old Dominion University's major purpose in its education program is to prepare individuals who have knowledge of their discipline, ability to practice state-of-the art instruction with students of various cultural and socioeconomic backgrounds and attitudes that reflect commitment to teaching and learning, as well as lifelong professional growth and development. The Conceptual Framework, Educator As Professional, reflects the development of professional educators who can use their pedagogical and academic abilities to educate all students.

Course Description

This course examines symbolic and nonsymbolic communication/language development and acquisition. Emphasis is placed on routine based communication training, communication/language facilitation strategies, augmentative communication systems, and informational/functional communication/language assessment procedures for early childhood special education students with severe/profound disabilities.

Course Purpose

To provide the participants the opportunity to create an environment within their classrooms/homes that nurtures and facilitates continual language-learning, whether from peers, teacher assistants, parents, caregivers, and/or educators. Emphasis is placed on developing

strategies that provide a scaffold wherein the student transitions to a language level that establishes purposeful intent and meaningfulness so that communication is effective.

(Lecture 3 hours; 3 credits) Prerequisite: SPED 400/500 or permission of the instructor.

Course Competencies

Upon successful completion of this course, the candidate will possess the knowledge and skills of the following content standards:	
Knowledge	
Standard 1-Foundations	
Opportunities and Experiences	Description of Assessment
Models, theories, and philosophies that form the basis for special education	Course Exams
Standard 2-Development and Characteristics of Learners	
Opportunities and Experiences	Description of Assessment
Etiology and diagnosis related to various theoretical approaches	Course Exams Language Intervention Project
Similarities and differences of individuals with and without exceptional learning needs	Language Transcription Course Exams
Standard 3-Individual Learning Differences	
Opportunities and Experiences	Description of Assessment
Effects an exceptional condition can have on an individual's life	Course Exams Language Intervention Project
Standard 4-Instructional Strategies	
Opportunities and Experiences	Description of Assessment
Prevention and intervention strategies for individuals with disabilities	Course Exams Language Intervention Project
Standard 5-Learning Environments and Social Interactions	
Opportunities and Experiences	Description of Assessment
Teacher attitudes and behaviors that influence the behavior of individuals with exceptional learning needs.	Language Intervention Project Personal Reflection Paper
Social skills needed for educational and other environments	Course Exams

Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities	Course Exams Language Intervention Project
Standard 6-Language	
Opportunities and Experiences	Description of Assessment
Effects of cultural and linguistic differences on growth and development	Course Exams Language Intervention Project
Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages	Course Exams Language Intervention Project Language Transcription
Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding	Course Exams Language Intervention Project
Augmentative, alternative, and assistive communication strategies	Course Exams Language Intervention Project
Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities	Course Exams Language Intervention Project
Communication and social interaction alternatives for individuals who are nonspeaking	Course Exams Language Intervention Project
Typical language development and how that may differ for individuals with learning disabilities	Course Exams Language Intervention Project
Impact of language development and listening comprehension on academic and non-academic learning of individuals with learning disabilities	Course Exams Language Intervention Project
Standard 7-Instructional Planning	
Opportunities and Experiences	Description of Assessment
Technology for planning and managing the teaching and learning environment	Course Exams Language Intervention Project
Standard 8-Assessment	
Opportunities and Experiences	Description of Assessment
Specialized terminology used in the assessment of individuals with disabilities	Course Exams Language Intervention Project
Types and importance of information concerning individuals with disabilities available from families and public agencies	Course Exams Language Intervention Project
Standard 9-Professional and Ethical Practice	
Opportunities and Experiences	Description of Assessment

Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.	Course Exams Language Intervention Project Language Transcription
Organizations and publications relevant to individuals with disabilities	Course Exams Language Intervention Project
Importance of teacher serving as a model for individuals with exceptional learning needs	Course Exams Language Intervention Project
Standard 10-Collaboration	
Opportunities and Experiences	Description of Assessment
Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.	Course Exams Language Intervention Project
Skills	
Standard 3-Individual Learning Differences	
Opportunities and Experiences	Description of Assessment
Effects an exceptional condition can have on an individual's life	Course Exams Language Intervention Project
Standard 4-Instructional Strategies	
Opportunities and Experiences	Description of Assessment
Use research-supported instructional strategies and practices	Language Intervention Project
Use appropriate adaptations and assistive technology for all individuals with disabilities	Course Exams Language Intervention Project
Use strategies to facilitate integration into various settings	Language Intervention Project
Select, adapt and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs	Course Exams Language Intervention Project
Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.	Language Intervention Project
Use strategies to facilitate maintenance and generalization of skills across learning environments	Course Exams Language Intervention Project
Standard 5-Learning Environments and Social Interactions	

Opportunities and Experiences	Description of Assessment
Establish and maintain rapport with individuals with and without exceptional learning needs	Language Intervention Project
Standard 6-Language	
Opportunities and Experiences	Description of Assessment
Use strategies to support and enhance communication skills of individuals with exceptional learning needs	Course Exams Language Intervention Project
Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language	Course Exams Language Intervention Project
Plan instruction on the use of alternative and augmentative communication systems	Course Exams Language Intervention Project
Enhance vocabulary development	Course Exams Language Intervention Project
Standard 8-Assessment	
Opportunities and Experiences	Description of Assessment
Gather relevant background information	Course Exams Language Intervention Project
Administer nonbiased formal and informal assessments	Course Exams Language Intervention Project
Use technology to conduct assessments	Course Exams Language Intervention Project
Develop or modify individualized assessment strategies	Course Exams Language Intervention Project
Interpret information from formal and informal assessments	Course Exams Language Intervention Project
Report assessment results to all stakeholders using effective communication skills	Course Exams Language Intervention Project
Evaluate instruction and monitor progress of individuals with exceptional learning needs	Course Exams Language Intervention Project
Standard 9-Professional and Ethical Practice	
Opportunities and Experiences	Description of Assessment
Practice within the CEC Code of Ethics and other standards of the profession	Course Exams Language Intervention Project

Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession	Course Exams Language Intervention Project
Act ethically in advocating for appropriate services	Language Intervention Project
Practice within one's skill limit and obtain assistance as needed	Language Intervention Project
Conduct self-evaluation of instruction	Language Intervention Project
Reflect on one's practice to improve instruction and guide professional growth.	Language Intervention Project
Use research findings and theories to guide practice	Language Intervention Project
Standard 10-Collaboration	
Opportunities and Experiences	Description of Assessment
Participate in the selection and implementation of augmentative or alternative communication systems	Language Intervention Project
Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities	Language Intervention Project
Maintain confidential communication about individuals with exceptional learning needs	Language Intervention Project
Collaborate with families and others in assessment of individuals with exceptional learning needs	Language Intervention Project
Model techniques and coach others in the use of instructional methods and accommodations	Language Intervention Project
Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs	Language Intervention Project

Course Requirements

Class Attendance and Readings. Students will be expected to attend class and complete the assigned readings before each class session. If the student must miss a class, she/he should notify the instructors or provide a reason for missing the class. **According to policy, excessive absences (2 or more) will result in a penalty being imposed on the final grade.**

Class Format. Each class period will consist of two parts:

1. Presentation of school-based language intervention strategies with

- class discussion and class participation.
2. Practice and feedback on language intervention strategies discussed in class.

This class will focus on developing your knowledge and your skills as a language interventionist.

Skills.

1. Language Intervention Project. This project has three parts:

- a. **Baseline Session & Graphs**
- b. **Five Practice Sessions (Sessions 2-6)**
- c. **Final Language Interaction Session & Graphs**

2. Find a student who is exhibiting a delay in language and/or communication skills to work with for a minimum of 7 sessions during the semester. (If you are in the Autism Certificate Program, it is advisable for you to select a student that falls somewhere with the Autism Spectrum Disorder range.) You will need to video the first session and the last session. To assist you in learning language intervention strategies, you may video all sessions, though you will only need to turn in the video of the **first and last sessions**. The first session is a baseline session—to document your current skills and to show your improvement over the semester. The final session will be used to assess your skill development over the semester.

Each language intervention session should be about 15 minutes in length. For the first and last session, you will need to transcribe **10 minutes of the session**. Then you will analyze and graph what occurred during the session with your student. For these two sessions, you will use a protocol provided by the instructor. There will be a separate protocol for the **Baseline Project and the Final Language Intervention Project**. In addition, there will be a protocol for the **Five Practice Sessions** between the Baseline Session and the Final Session. The Baseline Protocol is located at the end of the Syllabus. Instructions for the graphs and the protocols for the Final Language Session and the Five Practice Sessions will be posted on Blackboard at a later date.

Knowledge. Your knowledge will be assessed via class discussions and the mid-term and final exams.

Grading System

Knowledge	
Mid Term Exam	25 points
Final Exam	25 points
Skills	
Baseline Video Session & Summary	10 points
Graphs of Baseline Sessions	5 points
Summary of Practice Sessions 2-6	10 points

Final Video Session/Summary of Intervention/Graphs	25 points
TOTAL PONTS	100 points

Grading Standard

- A 94-100 percent of total points earned on individual projects, papers, exam, participation in class discussion and activities.
- A- 93-90% of total points on exams, projects, papers, class activities
- B+ 89-87% of total points on exams, projects, papers, class activities.
- B 86-84% of total points on exams, projects, papers, class activities.
- B- 83-80% of total points on exams, projects, papers, class activities.
- C+ 79-77% of total points on exams, projects, papers, class activities.
- C 76-74% of total points on exams, projects, papers, class activities.
- C- 73-70% of total points on exams, projects, papers, class activities.

WF Failing performance at the time of withdrawal from the course.

*** The grade option of D is not used at the graduate level.**

All assignments and presentations of graduate students are expected to be at a level commensurate with the high expectations of the University for its graduate level students.

The point schedule represents a *quantitative* measure of learner performance. More *subjective qualitative* aspects, e.g. **weekly preparedness, attendance, participation**, etc., will be taken into account in the assignment of a final grade.

Required Text

Bernstein, D. K., & Tiegerman-Farber, E. (2009). *Language and communication disorders in children* (6th ed.). Boston: Allyn & Bacon.

Additional readings as provided by the instructor.

Office Hours

Please call or e-mail me for an appointment.

Email: All e-mail messages **must contain ESSE 569** in the subject line. If I am unable to identify the topic, the E-mail message will be considered from an unknown source and deleted.

Students with Special Needs

In accordance with institutional policy, a student who wishes to receive some instructional accommodation, because of a documented sensory and/or learning disability, should meet with the instructor to discuss those accommodations.

Honor Pledge

In all course activities and assignments the honor system of Old Dominion University applies: students are required to record the honor pledge on all material submitted. If plagiarism or any other violation of the honor system occurs, the student will receive a “0” on the assignment.

“I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned.”

By attending ODU, you have accepted the responsibility to abide by this code. This is an institutional policy approved by the Board of Visitors.

Code of Student Conduct

Students shall comply with Old Dominion University’s educational mission. Students are expected to conform to rules of classroom decorum and inform the instructor and/or Site Director when any disruption to the teaching occurs. Students are expected to assume responsibility for their own classroom behavior and are expected to participate fully and positively in the teaching/learning process. Students do not have the right to engage in behavior that is disruptive or otherwise interferes with the learning of others (e.g., talking during lectures, using a cell phone, bringing children to class) and may be disciplined for misconduct that adversely affects instruction. Faculty will follow the guidelines established by the University when confronted with disruptive students. A student who violates the Code of Student Conduct will be subject to administrative action(s) or disciplinary sanction(s).

Withdrawal

A syllabus constitutes a contract between the student and the course instructor. Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. Please preview this syllabus and the course requirements *as soon as possible*. If you believe that the nature of this course does not meet your interests, needs, or expectations, if you are not prepared for the amount of work involved-or if you anticipate that the class meetings, assignment deadlines or abiding by the course policies will constitute an unacceptable hardship for you-you should drop the class by the drop/add deadline, which is located in the ODU Schedule of Classes.

Use of APA style for Written Work

Special education professionals take pride in producing written work that is free of errors in punctuation, spelling, grammar and syntax. All written work in this course must conform to the writing style used by professionals in special education, i.e., the writing style of the American Psychological Association (APA). For general guidelines regarding the use of APA style, please see the web sites that follow. For specific issues, please reference the *Publication Manual of the American Psychological Association* (6th), available for use in the reference section of ODU library or for sale in the ODU bookstore.

For **grammar**, please see:

www.english.uiuc.edu/cws/workshop/grammarmenu.htm

For **reference citations** in the body of your paper and in the reference list:

www.english.uiuc.edu/cws/workshop/bibliography/apa/apamenu.htm

Special Education Program Portfolio

All pre-service teacher education programs at Old Dominion University require a professional portfolio for successful completion of internship. For students in the special education program, the portfolio provides a personal tool for reflecting upon teaching knowledge, skills, and dispositions in order to improve instructional outcomes. The portfolio you develop during your teacher education program is an evolving collection of pedagogical work in courses and practicum experiences that will help document learning, growth, and development over time. An asterisk (*) indicates course assignments (artifacts) that students collect as skill-based evidence of growth as a reflective professional educator. Students are required to keep a revised paper copy and disk of each of these permanent product(s). Students may refer to the following web site for additional information on portfolios: <http://education.odu.edu/esse>.

Policies and Procedures for Assessing Teacher Candidate Dispositions at Old Dominion University

Teacher candidates must attain the necessary content area knowledge above and beyond that which they are expected to impart to their students; they must also have the knowledge and skills to apply effective methods of teaching students who are at different developmental stages, have different learning styles, and come from diverse backgrounds. In addition, they must have the attitudes, values, and dispositions to use the knowledge and skills most efficiently and effectively so that both the students and the candidate learn throughout the process.

The National Council for the Accreditation of Colleges of Education (NCATE) defines dispositions as: *Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.* The College of Education has adopted the following as key dispositions and behaviors essential for all candidates to demonstrate across their programs of study.

Behavioral Examples of Professional Dispositions

Teachers and other school professional candidates at ODU are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective educators.

Listed below are examples of behaviors or actions demonstrating each disposition following each disposition statement. The candidate shows a disposition toward and commitment to each of the following:

1. Attends functions when required (punctual)
2. Maintains a professional appearance
3. Solicits feedback from others
4. Adjusts behavior based on professional feedback
5. Communicates effectively orally (articulate, animated, few grammatical errors)
6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
7. Demonstrates sensitivity to others' feelings and opinions (e.g., diplomatic)
8. Participates with others in a collaborative manner
 - Works together with others to achieve a common goal
 - Responds positively to request from other professionals for collaboration
 - Makes a contribution to group effort
 - Shares information and materials with others
 - Assists peers
 - Supports decisions of group willingly, even if different from own
 - Supports work of others
 - Establishes professional goals that are aligned with those of the organization
 - Plans and sets goals and priorities with others
 - Maximizes individuals' talents
 - Distributes responsibilities evenly
 - Keeps groups on task
9. Treats others with respect
 - Respects the property of others
 - Displays equitable treatment of others
 - Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
 - Returns borrowed materials in a timely manner
 - Shows due courtesy and consideration for people and ideas
10. Provides information to all constituents in a professional and timely manner
 - Appreciates unique community culture

Provides materials for students of different cultures
Welcomes involvement of family and community members
Recognizes, values, and utilizes assets in the community
Provides students access to varying points of view
Maintains confidentiality of student records, parent communications, and private professional communications
Supports and follows school, division, and university directives

11. Demonstrates a commitment to remain current in knowledge of subject area content
12. Demonstrates knowledge about my teaching subject area
13. Participates in professional development activities that represent subject area
14. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners.
15. Demonstrates effective decision-making and problem-solving skills
16. Displays excitement about teaching subject area

More Information about the Policies and Procedures for Assessing Teacher Candidate Dispositions at Old Dominion University can be found at
<http://education.odu.edu/tes/pdf/AssessingTeacherCandidateDispositionsAtOdu.pdf>

	Topic	Assignments
	Overview/Course Requirements Introduction	Chapter 1
	The Nature of Language and Language Development	Chapter 2
	NO Class	Make video of Baseline Language Interaction Session with Student
	Early Communication Assessment & Intervention Preschool Language Impairment: Characteristics, Assessment, and Intervention <i>1. Basic Conversation Skills</i> <i>2. Balanced Turntaking</i> <i>3. Positive Responsiveness</i> <i>4. Descriptive Talk that Teachers</i>	Chapter 3 <i>Modules 1-4</i> Baseline Language Interaction Video & Paper due
	Language Impairment Characteristic, Assessment, and Intervention <i>5. Positive Feedback that Teaches</i> <i>6. Questions that Teach</i> <i>7. Expansions</i> <i>8. Prompting Language</i> <i>9. Arranging the Environment</i>	Chapter 4 <i>Modules 5-9</i> Graphs of Baseline Session due
	Mid-Term Exam	Chapters 1-4 Modules 1-9
	Understanding the Nature & Scope of Language Learning Disability: Characteristics, Frameworks, & Connections	Chapter 5

	<p>Mental Retardation/Intellectual Disability</p> <p><i>10. Instructions & Compliance</i> <i>11. Planned Ignoring</i> <i>12. Rules & Consequences</i> <i>13. Time Out</i></p> <p><i>Milieu Language Teaching Module Strategies</i></p> <p><i>Scaffolding Strategies</i> <i>Putting It All Together</i></p>	<p>Chapter 6</p> <p><i>Modules 10-13</i></p> <p><i>Milieu Language Teaching Modules</i></p> <p><i>Scaffolding Module</i></p>
	<p>Autism Spectrum Disorders: Learning to Communicate</p>	<p>Chapter 7</p>
	<p>Children with Hearing Loss: Considerations and Implications</p> <p>The Role of the SLP</p> <p><i>Videos of Interactions</i></p>	<p>Chapter 8</p> <p>Chapter 9</p> <p>Final Language Intervention Project due</p>
	<p>Assessment and Intervention for Culturally & Linguistically diverse Children</p> <p><i>Videos of Interactions</i></p>	<p>Chapter 12</p>
	<p><i>During this time period, students will need a three hour block of time to take the Final Exam on Blackboard.</i></p>	<p>Blackboard Final Exam Chapters 5-9 &12 <i>Modules 1-13</i> <i>Milieu Strategies</i> <i>Scaffolding Strategies</i></p>

Protocol for Baseline Language Interaction Project

During the semester you will work a student with a language delay in language interaction sessions using strategies to enhance a student's social communication skills. Each session will last 15-20 minutes. In order to monitor your progress over the semester, you will video a

minimum of two sessions—a Baseline Session to determine your current level of language intervention strategies and a Final Session to determine your progress over the semester. You may video as many sessions as you wish, but you are required to submit only the first and final sessions.

Selecting a Student for Intervention Project

- Find a student to work with for the semester. Any student who needs to work on language skills and/or social communication strategies would be appropriate. If you are working on the Autism Certificate, it would be advantageous for you to find a student who falls somewhere within the Autism Spectrum Disorder spectrum..
- Obtain parental consent by meeting with them to discuss the project and having the parent sign the informed consent letter (See attached)

Baseline Session

- Videotape yourself working with a student on a language skill for a minimum of 15 minutes.
- When interacting with the student, use toys or materials of interest to the student
- Interact in a way that you normally would to teach the student new language or social communication skills.
- Transcribe what occurred in the videotaped session. You only need to transcribe 10 minutes of the session. Include both verbal and non verbal interactions.
- Designate teacher and /or student verbal utterances or non-verbal interactions
- Analyze the transcription based on your current knowledge.

Protocol for Baseline Interaction Project.

1. **Description of Student.** Provide a description of the student. This information might include such things as:

- Ways is the student is delayed in language development?
 - Student no words, but makes sounds
 - Student says words, but does not using them appropriately in context
 - Student puts two-three words together, but is generally delayed in the number of words appropriate for his/her age or does not use sentences appropriate or student his/her age.
 - Student is echolalic
- Does student initiate and/or respond to adults?
- Does student initiate and/or respond to peers?
- Does student mainly stays by him/herself? Does student position self close to others, but fail to interact verbally or motorically?
- Does the student imitate words/sounds?
- Does the student imitate motorically?
- Does the student look at you when you talk?
- What does the student like to play with or do?

■What else does the student like?

2. Observation of the student with a peer, sibling, parent, or another adult. Watch the student in an interaction session with someone else for about 10 minutes. (You may have to set up the situation.) Write down everything they say to one another and whether the student initiated the interaction, responded to an interaction, or failed to respond. Also, include non-verbal initiations and responses. In your analysis of the interaction, think about the following:

Does the student initiate and/or respond to the other person?

Does the student mainly play/stay by him/herself?

Does the student play/stay close to others, but not interact verbally or motorically?

Does the student imitate words/sounds?

Does the student imitate motorically?

Does the student look at the peer when he/she talks?

What does the student like to play with?

What else does the student like?

Other observations/comments?

3. Verbatim Transcription. Transcribe 10 minutes of the session (choose the best 10 minutes).

4. Analysis of the transcription. Analyze interaction session:

a. What you did well. Describe what you think you did well in the session with the child

b. What you would like to continue to change/work on. Describe what you would like to work on in future sessions, if anything.

5. Video of the session set at the beginning of the transcription. A flask drive works best, although a CD or a videotape of the session is appropriate .

6. Graph of transcription data (due one week later). Instructions & a template will be provided.

Name: _____

Baseline Rubric

	Points Possible	Points Earned/Comments
Description of Student	2	

Student's Language Target (Objective) Measureable Defined	2	
Transcription of 10 Minutes of Session	4	
Analysis of Language Interaction Session a. What worked well b. What to work on in future	2	
Video of Session	Yes No	
Consent Letter	Yes No	
Total	10	



Dear Parent,

I am a student at Old Dominion University. One of the classes that I am taking this semester in the Department of Communication Disorders and Special Education focuses on learning strategies for enhancing a child's social communication skills.

A requirement for the class is for me to work with a student for a minimum of ten times during the semester, so that I can practice and improve my skills to support a child's language development. These sessions will be conducted in an everyday context in which the student is playing with toys or working on something in which he/she is interested. Each of these language intervention sessions will be about 15 minutes in length.

To monitor my progress, I will need to video tape at least two of these sessions—the first session and the final session. My professor will review these tapes and provide feedback to me on my use of the communication strategies we are learning in class. Also, we will watch a segment of the videos in my class at Old Dominion, so that other students can see me using these strategies effectively.

Though the focus of these sessions is on developing the language intervention skills of the student at Old Dominion, your child will also have opportunities to practice social communication skills in play interaction sessions.

If you have questions about project, please feel free to call my professor or me at the numbers listed below.

I appreciate the opportunity to work with your child.

Sincerely,

Old Dominion Student's Name

Phone Number of ODU Student

Professor, Special Education
 Old Dominion University
 Child Study Center
 Norfolk, VA 23529
 757-683-4876

Consent

I, _____ give permission for
 (Parent's Name)
 _____ to work with my child
 (Old Dominion Student's Name)
 _____ a minimum of ten times during May and June.
 (Child/Student's Name)

I understand that the student from Old Dominion will be practicing strategies to enhance my child's social communication skills. These practice sessions will be conducted in the context of play or an activity that is of interest to my child. Each session will be about 15 minutes in length.

I understand that the Old Dominion student will videotape at least two of these sessions (the first session and the last session) so that he/she can monitor his/her progress. Only the professor and the students in the class at Old Dominion University will view these videotapes. This will be done for educational purposes.

I understand that neither my child nor I are obligated to participate in these sessions and that I can discontinue these sessions at any time without any negative consequences.

Though the focus is on developing the language intervention skills of the student at Old Dominion, my child will also have opportunities to practice social communication skills in play interaction sessions.

Parent Signature: _____

Date: _____

Witness: _____