

CSAD 126

Speech Sound Development and Disorders in Children: Aspects of Articulation and Phonology

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 Tuesday-Thursday 7:30-8:45

Spring, 2019
 3 units
 Section 4



No professor allows students to take pictures of PowerPoint slides

TEXTBOOKS

Pena-Brooks, A., & Hegde, M.N. (2015). *Assessment and treatment of speech sound disorders in children* (3rd ed.) Required.

Book of case studies. Required. Available at the bookstore. Please bring the book of case studies to class each day starting 1/29/19.

PowerPoint outlines are posted on my website.

Prerequisite(s): [CSAD 110](#), [CHDV 30](#), [PSYC 2](#), [STAT 1](#), and [DEAF 51](#).

Study of normal articulation and phonological development in children. Discussion of etiologies and specific characteristics of articulatory-phonological disorders. Introductory description of foundational specific assessment and treatment principles. Analyzes case studies.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

LEARNING OUTCOMES—The student will:

1. List and describe the structural (anatomical--physiological) mechanisms of speech production.
2. Demonstrate knowledge of basic definitions of articulation and phonology and be able to explain the clinical distinction between *articulation* and *phonology*.
3. Demonstrate knowledge of typical speech sound development in children, including being able to list major milestones from birth through age 8.
4. Explain models of speech sound development and disorders in children.
5. Identify the phenomenology and etiology of speech sound development and disorders in children.
6. Explain the concept of speech sound *differences* vs. *disorders* in children and adults who speak English as a second language.
7. Discuss principles for effective, nonbiased assessment and treatment of multicultural children with speech sound disorders.
8. Explain variables (e.g., language, sensory) related to speech development and performance.
9. List and describe assessment procedures for children with speech sound disorders and demonstrate ability to interpret and apply this information to specific cases discussed in class.
11. List and describe intervention principles and currently-used clinical techniques for use with children with speech sound disorders.
12. Identify basic treatment principles and procedures for adults and children with organic and neurogenic disorders such as dysarthria and childhood apraxia of speech.
13. Describe methods and materials for integrating intervention for speech sound disorders into the Common Core State Standards for school-aged children.
14. Expand on information presented in lectures through class discussion and interaction, analyzing the information and making critical evaluations of it from research and clinical perspectives.
15. Interpret and apply information from lectures and the textbook to create and present a case study of a client with a speech sound disorder, explaining assessment and treatment techniques for that client.
16. Understand and apply research to specific case studies of children with speech sound disorders as presented in class.
17. Promote the student's knowledge of evidence-based practice through analysis of relevant current research.
18. Incorporate principles of cultural competence as a foundation for all assessment and treatment procedures.
19. Discuss the importance of integrity, effective communication skills, and accountability when working with clients and their families.
20. Highlight procedures for engaging in collaborative practice with other professionals in order to provide the most comprehensive services for clients.

COURSE OUTLINE

1/22/19

COURSE INTRODUCTION

1/24/19

FOUNDATIONS OF SPEECH SOUND DEVELOPMENT AND DISORDERS

Chapter 3 Basic Unit

1/29/19 BASIC PERSPECTIVES IN ARTICULATION AND PHONOLOGY

Phonetics and speech sound disorders
Phoneme classification
Dynamics of speech production

Chapter 3 Basic Unit

1/31/19 TYPICAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS

Infant milestones; development of meaningful speech
Stages of infant speech development

Chapter 4 Basic Unit (through page 175 only)

2/5/19 TYPICAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS (continued)

2/7/19 Dr. R. in Texas; please read chapter 4 through p. 175

2/12/19 TYPICAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS (continued)

Development of the sound system
Speech intelligibility

2/14/19 TYPICAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS

Age ranges for speech sound production—typical development

2/19/19	Test One
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2/21/19 VARIABLES ASSOCIATED WITH SPEECH SOUND DEVELOPMENT AND PERFORMANCE

Anatomical, neurological, and physiological factors
Language skills, individual characteristics

Chapter 4 Basic Unit (pp. 176-190)

2/26/19 VARIABLES ASSOCIATED WITH SPEECH SOUND DEVELOPMENT AND PERFORMANCE

2/28/19 CULTURE AND COMMUNICATION: BIDIALECTICAL AND BILINGUAL CONSIDERATIONS

African American English
Spanish-Influenced English
Asian and Pacific Islander languages

*Chapter 5 Basic Unit***3/5/19 CULTURE AND COMMUNICATION: BIDIALECTICAL AND BILINGUAL CONSIDERATIONS (continued)**

Practical considerations for assessment and intervention

3/7/19 TEST 2**3/12/19 ASSESSMENT OF SPEECH SOUND DISORDERS**

General principles of assessment; assessment objectives
 Conducting a speech screening
 Gathering a case history

*Chapter 6 Basic Unit***3/14/19 ASSESSMENT OF SPEECH SOUND DISORDERS**

Administering standardized tests
 Collecting connected speech samples
 Conducting stimulability testing
 Performing contextual and speech discrimination testing

Enjoy spring break! ☺

3/26/19 ASSESSMENT CONTINUED

Analyzing and interpreting assessment information
 Making a diagnosis and prognosis

3/28/19 ASSESSMENT CONTINUED

Assessment of organic and neurogenic speech disorders
 Introduction to dysarthria and apraxia of speech

*Chapter 6 Advanced Unit***4/2/19 Test 3****4/4/19 BASIC PRINCIPLES AND PROCEDURES IN THE TREATMENT OF SPEECH SOUND DISORDERS**

Selecting target behaviors and establishing baselines
 Developing measurable objectives
 Planning and developing a treatment program

4/9/19 TREATMENT OF ORGANIC AND NEUROGENIC SPEECH DISORDERS

Childhood apraxia of speech

Chapter 7 Advanced Unit (only pp. 381-middle of 385; childhood apraxia of speech)

4/11/19 SPECIFIC TREATMENT PROGRAMS AND APPROACHES

Traditional approach to therapy
Cycles approach
Phonological contrast approaches

Chapter 8

4/16/19 SPECIFIC TREATMENT APPROACHES CONTINUED

Stimulability approach
Core vocabulary approach
Naturalistic speech intervention approach
Integrating intervention for speech sound disorders into the Common Core State Standards

4/18/19 SPECIFIC TREATMENT TECHNIQUES—INDIVIDUAL PHONEMES

**4/23/19 SPECIFIC TREATMENT TECHNIQUES—INDIVIDUAL PHONEMES;
FACILITATING PHONOLOGICAL AWARENESS SKILLS**

4/25/19	TEST 4
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4/30/19 STUDENT PRESENTATIONS

5/2/19 STUDENT PRESENTATIONS

5/7/19 STUDENT PRESENTATIONS

5/9/19 STUDENT PRESENTATIONS

Wrap up, all test grades back, review for final; I will give you your course total so you can decide if you want to take the final

COURSE REQUIREMENTS

Participation. Although attendance and participation are not formally graded, I will informally note them. I will take role randomly on days as I choose. I anticipate that you will do all assigned readings. All readings should be completed **before class** on the day they are to be discussed. Please remember that lectures will be much easier to follow if you have read the day's assignment BEFORE you come to class. I suggest that you do the following:

1. Before class, read the reading(s) and highlight important information.
2. Attend class, hear the lecture.

3. After class, re-read the reading(s).

**I recommend that you review the day's lecture notes LATER THAT SAME DAY. This aids retention. Be sure to study all along! Research with adult learners indicates that in order to truly master information, you have to hear it at least four times and practice it six-eight times. Thus, you are encouraged to review and study course material frequently.

**We forget 95% of what we hear within 72 hours.

I do not allow chatting, either verbally or in sign language, during lectures. I also ask that when one student is talking, we all listen. **NO TEXTING**. I do not write letters of recommendation for people who I catch texting during class.

4. 4 Examinations. 100 POINTS EACH

Five examinations will be given. You are required to take at least 4 of them. **NO MAKE-UP EXAMINATIONS ARE EVER GIVEN UNLESS THERE IS A DOCUMENTED MEDICAL EMERGENCY AND YOU HAVE WRITTEN PROOF.** You must give me a paper copy of the doctor's note; I don't accept notes electronically. If you are allowed a make-up, the make-up can only be done during the week **before** dead week. (Dead week is the week before finals.) ***You are responsible for contacting the professor for this makeup.*** No makeups are given during dead week for any reason, including medical. The makeup must be taken near my office in Folsom Hall.

If you are unable to take a test on the scheduled day **during class time**, then you are required to take the one offered during finals week.

You are welcome to choose not to take any one of the exams offered during the semester; however, if you miss a second exam, that score will be recorded as a "zero" and averaged in with your other test scores counting towards your final grade. If you choose to take all 5 exams, your lowest score will be thrown out and your 4 highest scores averaged together.

Examinations are based on lectures, readings, guest speakers, and videos. Lectures will cover some of the book information plus additional information not covered in the text. Thus, class attendance is encouraged. Examinations will include 50 true-false, multiple choice, and matching questions worth 2 points each. Each exam is worth 100 points, and will be administered in Scantron form (Form 883-E). For each exam, please bring a blue Scantron form 883-E and a No. 2 pencil to class. **A minimum of 30 points on the exam will cover material in the readings not directly referred to in the lecture.** Thus, doing the readings is critical to good test performance. (*Note: I do not bring extra Scantrons to class. If you do not have a Scantron with you and a classmate doesn't have an extra, you cannot take that examination and will need to take Test 4. You may not leave class to purchase a Scantron.)

Be sure to erase thoroughly on the Scantron. There is no leeway for "accidental" pencil marks or errors. In order to be fair and impartial, I will give you **whatever grade the Scantron machine indicates you earned.**

I will follow university policy regarding cheating and regarding the administration of a grade of "Incomplete." Students are allowed to drop the course only for serious and compelling reasons. It is critical to avoid plagiarism. At CSUS, plagiarism is defined as "the use of distinctive ideas or works belonging to another

person without providing adequate acknowledgement of that person's contribution." Incorporation of another's work into one's own work requires adequate identification and acknowledgement.

LETTERS OF RECOMMENDATION

Please see my website for specifics about this—click on the Courses link, and follow this to Letters of Recommendation. I require a minimum of **4 weeks' (28 days)** notice, and all documents and forms must be turned in at least 4 weeks (28 days) in advance. I do not accept or fill out any requests or forms (hard copies *or electronic*) AFTER **November 15** in the fall and **April 15** in the spring.

EMAIL

I answer emails Monday through Friday during the school year between the hours of 6:00 A.M.-6:00 P.M. Thus, for 60 hours a week, I answer email and will do my best to reply within 1-2 days. I do not answer emails on weekends or during vacations. Any emails which come to me during vacations will be answered during the first week of the next semester.

STUDENT PRESENTATIONS (50 points)

You are requested to pair up with 3 other students and present a case study to the class. This presentation should take approximately 15-20 minutes.

This involves creating a fictitious client with a speech sound disorder and doing the following: (this can be an adult or a child)

1. Give the class the case history of the client
2. Give the class the client's diagnosis
3. Tell the class what your treatment plan is. Be detailed! Include goals, objectives, methods, and materials that you will use in treating this client. ***Demonstrate/role-play part of a treatment session.***

The purpose of this assignment is to help you integrate all that you have learned during the semester. It's excellent preparation for clinic in graduate school, and is very helpful for comps at the end of your Master's program! ☺

Roles for each group member: 1) narrator, 2) child, 3) parent, 4) SLP

You need to create a 3-4 page handout to accompany your presentation; this will be given to Dr. Roseberry. I will grade you on the effectiveness of your presentation as well as the thoroughness of your handout. *Points are taken off for typos, grammatical errors, and spelling errors!* Please proofread carefully.

You will need to create a PowerPoint presentation to show the class to accompany your presentation. Please give me a hard copy of the PowerPoint along with your handout.

Students will present in the order in which they have signed up for a particular day.

You will evaluate each other's performance in the group. You will need to bring your evaluation of your fellow group members to your presentation and give it to me. You must hand me the evaluations of your fellow group members **on the day, date, and time of your presentation**. If your evaluation is late, or handed any time after this, I will take 5

points off your personal grade on the project. Your evaluations of each other will not be counted in the overall grade for this CSAD 126 project. However, I will keep them and use them when I write letters of recommendation and am judging you on the ability to collaborate with others and be a good team player.

GRADING CRITERIA

I will calculate your grade objectively. I will take your total number of points out of 450.

94.5-100	A	73.5-76.499	C
89.5-94.499	A-	69.5-73.499	C-
86.5-89.499	B+	66.5-69.499	D+
83.5-86.499	B	63.5-66.499	D
79.5-83.499	B-	59.5-63.499	D-
76.5-79.499	C+	Below 59.5	F

Study Tips

1. Review each day's lecture notes later that same day to aid retention.
2. Study with other people. *****
3. Recite and write. Repeat material out loud. Write it out in **longhand**. Writing out material by hand really helps solidify information in your memory.
4. Study a little every day rather than having 1-2 cram sessions. It is better to study 10-30 minutes a day than in two 5-6 hour sessions.
5. Remember, every course unit = 3 hours of studying outside of class a week. So, for a 3-unit class, you'd study/do homework 9 hours a week.
6. **DO THE READINGS BEFORE CLASS.**
7. Make flashcards for key terms. Carry these flashcards everywhere you go and review them whenever you have a minute. Put the term/definition on one side and the exact definition from the book on the other side.
8. Be sure to do the **study guides on my website**.

CSAD 126: Speech Sound Development and Disorders in Children: Aspects of Articulation and Phonology

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

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: phonology, articulation disorders (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: 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.)

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 articulation.
- 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.

Standard IV-B: Basic Human Communication Processes

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

Learning Outcomes Competencies:

- Mastery of each student learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.
- Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

Course Learning Outcome
Received

Components Indicating Competence Grades
Received

• 1-5	Examination 1
• 6-8	Examination 2
• 9-13	Examinations 3 and 4, group project
• 14-16	Group project
• 17-20	Examinations 1-4