



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Summer 2021	Course: CSAD 126: Speech Sound Development and Disorders in Children: Aspects of Articulation and Phonology	Section: CCE-50
Meeting Days: MWF	Meeting Times: 1:30pm-3:00pm	Location: Web Online
Instructor: Keith Haberstock, MS CCC-S	Email: keith.haberstock@csus.edu	Phone: 916-832-0745
Office Location: N/A due to Online Course	Office Hours/Appointments: Fridays 3:00-3:45 (On Zoom via appointment)	

Catalogue Course Description:

CSAD 126. Speech Sound Development and Disorders in Children: Aspects of Articulation and Phonology. 3 Units

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

Term Typically Offered: Spring only

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.

Place of Course in Program

Students enrolled in the undergraduate program in communication sciences and disorders will generally take this course in the spring of junior year. As part of the class, students will learn about speech sound disorders in children, and acquire knowledge of the assessment and intervention for these disorders. This course will build on foundational concepts presented in other classes, including CSAD 110.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes: UNDERGRADUATE

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 students 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.

CSAD 126 SPECIFIC STUDENT LEARNING OUTCOMES:

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.
10. List and describe intervention principles and currently-used clinical techniques for use with children with speech sound disorders.
11. Identify basic treatment principles and procedures for adults and children with organic and neurogenic disorders such as dysarthria and childhood apraxia of speech.
12. Describe methods and materials for integrating intervention for speech sound disorders into the Common Core State Standards for school-aged children.
13. 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.
14. Understand and apply research to specific case studies of children with speech sound disorders as presented in class.
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. Promote the student's knowledge of evidence-based practice through analysis of relevant current research.
17. Incorporate principles of cultural competence as a foundation for all assessment and treatment procedures.
18. Discuss the importance of integrity, effective communication skills, and accountability when working with clients and their families.
19. Highlight procedures for engaging in collaborative practice with other professionals in order to provide the most comprehensive services for clients.
20. Incorporate principles of cultural competence as a foundation for all assessment and treatment procedures.
21. Discuss the importance of integrity, effective communication skills, and accountability when working with clients and their families.

Course Learning Outcome	Components Indicating Competence	Grades Received
1-5	Exam 1; case discussions	
6-8	Exam 2; case discussions	
9-13	Exam 3 & 4; case discussions	
14-16	Exam 3 & 5, student presentations; case discussions	
17-19	Exam 4 & 5 student presentations; case discussions	

Textbooks and Materials:

- Bernthal, J.E., Bankson, N.W., & Flipsen, P. (2017). *Articulation and phonological disorders: Speech sound disorders in children* (8th ed.). Pearson Education. Required.
- Articles and case descriptions, as posted on Canvas
- Master Clinician Network, available at www.masterclinician.org

Online Resources:

- Canvas for course materials.

Course Policies and Procedures:

EXPECTATIONS:

- Class meetings, participation and “Netiquette”:** It is expected that students will complete all readings prior to class. Teaching strategies will include posted PowerPoint lectures and functional assignments composed of clinical simulation. Active listening, critical thinking, and discussion (through Zoom or discussion posts) are expected in this course. Students are strongly encouraged to take notes by hand or dictation to aid in the retention of knowledge. Grades for this class are earned. Students are not permitted to email the instructor with requests to “bump up” a grade.
- Attendance:** Professional attendance is required for synchronous Zoom meetings. Students are encouraged to attend all scheduled Zoom meetings and to take advantage of every opportunity for learning within the context of the class. Your grade will not be reduced if you are sick and unable to attend synchronous lectures. However, you are encouraged to attend. If you will not be able to attend a lecture, I would appreciate an e-mail because I will miss you!
- Students are responsible for all materials covered in their absence.** Materials for this course will be posted on Canvas. Students are responsible for accessing and locating materials and downloading appropriate resources to learn the material for this class. Internet access is required. As within a given week, course materials may be completed at the students’ leisure.
- Technology use:** It is a course expectation that students will participate fully in class discussion and give classmates and discussion full and undivided attention. Students are not permitted to engage in other homework or extracurricular activities during class time. “Multitasking” will not be permitted. Please silence your cellphone to avoid distractions during class time.
- Recording:** To facilitate students’ learning (practice in note-taking) and out of respect for fellow classmates (to allow all students to feel comfortable actively participating in class discussion), students are not permitted to audio or video record live lectures. If students require an accommodation and additional support in note-taking, please see the instructor. I will try to record Zoom lectures and add them to Canvas. It usually takes less than a day to upload the lecture.

6. **Canvas:** Information will be posted on Canvas throughout the semester. Ensure that you access the material in a timely manner. Electronic devices will be used to access posted Canvas resources or documents and posted materials.
7. **Commitment to Integrity:** As a student in this course (and at this University) you are expected to maintain high degrees of professionalism, exhibit a commitment to active learning and participation in this class, and demonstrate integrity in your behavior in and out of the classroom. Students are expected to conduct themselves in a manner that demonstrates respect for others and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy. If you are caught cheating on an exam, you will receive a failing grade for the class. Students who experience concerns with the assignments or course material should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships is key to becoming an effective professional. Be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified.
8. **Course Evaluations:** This class was developed and reworked over several years and is continually modified with the aim to promote student learning and to promote knowledgeable students' entry into graduate programs. At the completion of the course, each student is expected to comment on the nature of this course. This procedure allows the instructor to modify segments of the course in order to make it more applicable to future students' educational and professional growth. A link has also been posted in Canvas called "Remote Learning Survey" so that students have the ability to give anonymous feedback regarding the course, and this year, specifically related to remote instruction. Students are encouraged to use this modality as a direct and appropriate means of voicing concerns. Your voice matters.

Course Requirements:

A minimum GPA of 2.5 is necessary for major classes in order to graduate with a Bachelor's Degree in Communication Sciences and Disorders.

CASE DISCUSSIONS:

To facilitate your learning of concepts in speech sound disorders, case examples and activities will be provided. Case examples may require you to watch videos through master clinician network, review assessments, and evaluate case descriptions. These case discussions will be held during our class meetings and will be greatly helpful in preparing for exams.

STUDENT PRESENTATIONS:

You are requested to pair up with 2 other students and present a case study to the class. This presentation should take approximately 15-20 minutes and will be done within class during the last week of the semester. 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. Tell the class what assessment tools/methods were used and 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.

The purpose of this assignment is to help you integrate all that you have learned during the semester AND to provide you with references that you and your classmates can use for future coursework or within clinical settings.

You need to create a 3-4 page handout to accompany your presentation. I will grade you on the effectiveness of your presentation as well as the thoroughness of your handout. Please proofread carefully. The handout is due one week before your presentation date and will be submitted via Canvas.

You will need to create a PowerPoint presentation to show the class to accompany your presentation. Please submit a pdf copy of the PowerPoint to Canvas or e-mail it directly to me. The final versions of your PowerPoint and handout are due one week before your presentation date.

Students will present in the order in which they have signed up for a particular day. Sign-ups will take place via a Google doc link available at: <https://docs.google.com/document/d/19lG0vXU-WhAJZ0jPeqmjNWgUkCHxg2BqHtXbKEf3Yyg/edit>

You will evaluate each other's performance in the group. You will need to submit your evaluation of your colleagues via Canvas and is due prior to your presentation. If your evaluation is late, or handed any time after this, 5 points will be taken 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.

PowerPoint presentations and Handouts will be graded and shared with the class for future reference.

EXAMS:

Examinations will be posted in Canvas and must be completed during the scheduled timeframe. There will be four midterm exams and one final exam. You need to take at least 4 of 5 exams to pass the class. 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 will be averaged together.

Examinations will be based on class lectures, assigned readings, class activities/homework, and discussions. Exams may be composed of multiple choice, true/false, matching and/or fill in the blank. Information about study guides is presented below. In the case of a documented medical emergency prior to the midterm, the student will be required to notify the instructor in advance of the exam and provide documentation of the illness/injury or emergency. Make-up exams will be scheduled during the week prior to dead week (or last 2 weeks of July for CCE Summer Course). Students who fail to complete one or more of the exams by the last day of the final exam period may receive a "0" on their exam(s) as per instructor discretion. **It is the responsibility of the student to contact Professor Haberstock prior to the exam, demonstrate documentation of the medical emergency and schedule the make-up.**

Scheduling conflicts such as work or volunteering or family holidays/travel are ineligible for exam make-ups. The final exam will be scheduled during the final week of classes. Exact date to be determined. Please take this into consideration when booking travel plans at the end of the July.

I (We) understand that taking exams during the *regular* class period can be restrictive and does not address the myriad of environments students are taking their exams in. To address this specifically, the "*availability*" of exams will be across a period of 3 days (72 hours). The time to take the exam, once students begin, will remain consistent with the class period time (i.e., 90 mins). Students, however, have the flexibility to take their exam **at any time during the availability period**. For example, if a student's home environment and availability best correspond to 11:30pm on a Wednesday or 6:00am on Friday, the student will be able to control for this.

Please note that each student remains individually responsible for being aware of their exam dates and times posted in the course syllabus.

Online exams via Canvas: Exams are to be completed **independently**, though students may utilize their individual notes and texts. It is expected that students will maintain all aspects of academic integrity.

- **Study Guides:** Each semester, students request a study guide. Focus questions have been provided to guide students' ability to think critically about a given topic, but these questions are in no way an exhaustive list of all material to be studied. Due to the fact that the course material is not conducive to simply memorizing terms and definitions (but rather applying concepts learned throughout other aspects of the speech-language pathology and audiology program), students are encouraged to develop their own personal study guide for this class to best support their learning. Students may wish to develop charts to compare/contrast key terms, and are encouraged to pay close attention to being able to describe relationships between etiologies of different disorders and make decisions about assessments given case scenarios. Students are encouraged to always keep in mind that critical thinking is a key component to speech sound disorders.

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.

GRADING:

Points you receive for graded activities will be posted to the Canvas Grade Center. Grades are typically posted within seven (7) days following the completion of an activity. Final grades will be based on the number of points received out of the total number of points available for exams, project, and presentation. Exam scores are determined by the scantron machine. The grade that you obtain on the scantron and on exams and assignments is the grade that you earn. The instructor will not reply to emailed requests to “bump up” a grade. *Note:* For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.

Grading Policy:

Source	Points	Due Date
EXAMINATIONS 4 highest exam scores out of 5 exam opportunities	100 points per exam x 4 = 400 points	
STUDENT PRESENTATIONS	50 points	
Total	450	

Letter grades are assigned according to the following scores:

Points	%	Letter
465-500	93-100	A
450-464	90-92%	A-
435-449	87-89%	B+
415-434	83-86%	B
400-414	80-82%	B-
385-399	77-79%	C+
365-384	73-76%	C
350-364	70-72%	C-
335-349	67-69%	D+
300-334	60-66%	D
<300	≤59%	F

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format:

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share

their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

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.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>

- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html) website <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website](#).
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

TENTATIVE Course Schedule/Outline:

Table 1. Course Due Dates, Topics and Assignments

Date	Topic/Class Content	Readings	Assignment/Activities
Week 1 06/2-6/4	Introduction, syllabus, course requirements Foundations of speech sound development and disorders Fundamentals of articulatory phonetics – consonants and vowels Suprasegmental aspects of speech Review ASHA Code of Ethics	Bernthal, Bankson & Flipsen, 2017 (BB&F) Ch 2 Review http://www.asha.org/Code-of-Ethics/ ; Read ASHA's Principles of Confidentiality document available at: https://www.asha.org/practice/ethics/confidentiality/	Complete readings, review notes from CSAD 110
	Basic Perspectives in Articulation and Phonology Phonetics and speech sound differences and disorders Phoneme classification Dynamics of speech production	BB&F Ch 2	Complete readings, review notes from CSAD 110
Week 2 06/07-06/11	Typical Development: Infancy through Early School Years Infant milestones; development of meaningful speech Stages of infant speech development Factors influencing typical speech sound acquisition	BB&F Ch 3	Complete readings <ul style="list-style-type: none"> • Case Study #1
	Typical Development: Infancy through Early School Years Development and use of phonological patterns	BB&F Ch 3	Complete readings Exam Prep
		Exam #1	
Week 3 06/14-06/18	Variables associated with speech sound development and performance Anatomical, neurological, and physiological factors Language skills, individual characteristics Environmental factors Speech patterns expected for individuals with hearing loss	BB&F Ch 4	Complete readings <ul style="list-style-type: none"> • Case Study #2 • Exam Prep reading material for students with different levels of hearing loss

<p>Week 4 06/21-06/25</p>	<p>Culture and Communication: Bidialectal and bilingual considerations African American Vernacular English African American Language Black English Vernacular (Jordyn Carroll) Spanish-influenced English</p> <p>Asian and Pacific Islander languages Practical considerations for assessment and intervention</p>	<p>BB&F Ch 11 Articles and readings as assigned</p>	<p>Complete readings</p> <ul style="list-style-type: none"> • Case Study #3
Exam #2			
<p>Week 5 06/28-07/02</p>	<p>Assessment of Speech Sound Disorders General principles of assessment Parts of an assessment Analysis & findings Overview</p>	<p>BB&F Ch 6</p>	<p>Complete readings</p>
	<p>Assessment of Speech Sound Disorders Conducting an oral motor exam</p>	<p>BB&F Ch 6, 7</p>	<p>Complete readings</p> <ul style="list-style-type: none"> • Watch OME Video posted on Canvas
<p>Week 6 07/07-07/09</p>	<p>Assessment of Speech Sound Disorders Administering standardized tests Collecting connected speech samples Conducting stimulability testing Performing contextual and speech discrimination testing</p>	<p>BB&F Ch 6, 7</p>	<ul style="list-style-type: none"> • Case Study #4 • exam prep
	<p>Assessment of Speech Sound Disorders Analyzing and interpreting assessment information Making a diagnosis and prognosis</p>		
Exam #3			
<p>Week 7 07/12-07/16</p>	<p>Basic Principles and Procedures in the Treatment of Speech Sound Disorders Selecting target behaviors and establishing baselines</p>		<p>Complete readings</p>
	<p>Basic Principles and Procedures in the Treatment of Speech Sound Disorders Developing measurable goals Planning and developing a treatment program</p>	<p>BB & F Ch 8 & 9</p>	<p>Complete readings</p>
<p>Week 8 07/19-07/23</p>	<p>Motor-Based Approaches to Intervention Linguistically-Based Approaches to Intervention</p>	<p>BB & F Ch 10</p>	<p>Complete readings</p> <ul style="list-style-type: none"> • Case Study #5 • Exam prep
	<p>Specific Treatment Techniques – individual phonemes</p>		
Exam #4			
<p>Week 9 07/26-07/30</p>	<p>Student Presentations on Monday & Wednesday Friday Independent Study day for Final</p>		<ul style="list-style-type: none"> • Final class wrap up discussion and exam prep

	Exam Wed July 28-Fri July30		
		Exam #5	

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

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

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.