



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2020	Course: CSAD 126 Speech Sound Development and Disorders in Children: Aspects of Articulation and Phonology	Section: 50
Meeting Days: M/W	Meeting Times: 9:00am– 10:15am	Location: Folsom Hall 2204
Instructor: Jeannette Wilson Reiff	Email: jeannette.reiff@csus.edu	Phone: 916-278-7732
Office Location: Folsom Hall 2207	Office Hours/Appointments: By Appointment or Drop In: Mondays and Wednesdays 3:00pm – 4:30pm	

Textbook: **Required**

Bernthal, J.E., Bankson, N.W., & Flipsen, P. (2017). *Articulation and phonological disorders: Speech sound disorders in children* (8th ed.). Pearson Education.

Online Resources:

PowerPoint outlines are posted on CANVAS

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.

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

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 you establish competence and knowledge in these areas.

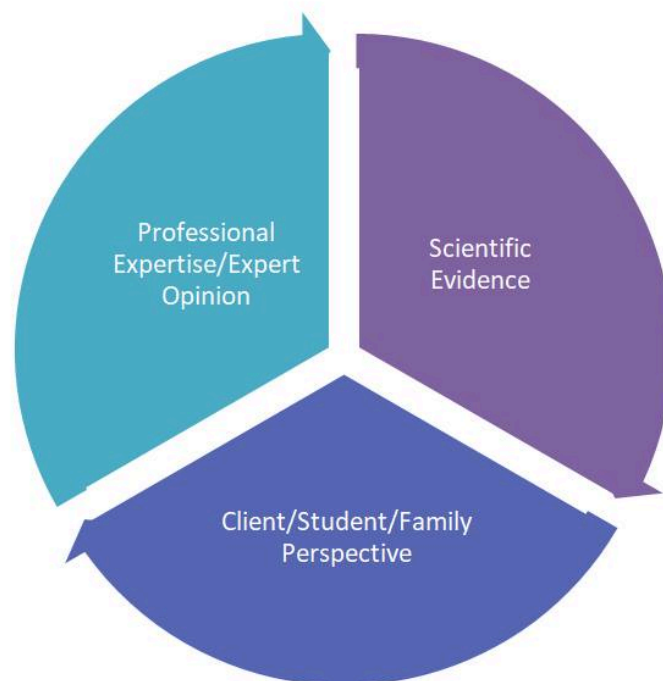
Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

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. Interpret and apply information from lectures and the textbook to present a case study of a client with a speech sound disorder, explaining assessment and treatment techniques for that client.
15. Understand and apply research to specific case studies of children with speech sound disorders as presented in class.
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.

Course Learning Outcome	Components Indicating Competence	Grades Received
• 1 – 5	Exam 1	
• 6 – 8	Exam 2	
• 9 – 13	Exams 3 and 4; Group Presentation	
• 14 – 16	Group Presentation	
• 17 – 19	Exams 1 – 4	



Evidence-Based Practice:

According to ASHA, “When all three components of EBP are considered together, clinicians are able to make informed evidence-based decisions and provide high-quality services reflecting the interests, values, needs, and choices of individuals with communication disorders.”

Course Policies/Procedures:

PARTICIPATION:

Although attendance and participation are not formally graded, I will informally note them. I expect that you will complete all assigned readings before class on the day they are to be discussed.

Be respectful of each other's learning process, and of this cohort-learning environment, i.e. avoid introducing distractions or being a distraction to your fellow classmate(s) while we are all engaged in the learning process. Your perceived attitude and professional behavior as a student may not impact your grade, but it is noted.

4 EXAMINATIONS: will count towards your grade: **100 POINTS EACH**

Five examinations will be given. You are required to take at least 4 of them. **NO MAKE-UP EXAMINATIONS ARE GIVEN UNLESS THERE IS A DOCUMENTED MEDICAL EMERGENCY OR DEATH IN THE FAMILY AND YOU HAVE WRITTEN PROOF (on paper).** If you are allowed a make-up, the make-up can only be taken during *the week before dead week*. YOU ARE RESPONSIBLE FOR CONTACTING THE PROFESSOR TO SCHEDULE THIS. 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.

The examination during finals week will contain mostly comprehensive information. I will specifically review this information with you in order to guide your studying. You are welcome to review your previous exams. You need to schedule an appointment with me during office hours BEFORE finals week to do this. There is absolutely no note-taking permitted when you see your other 4 tests. You may only look at your other tests in my office. No one is permitted to take tests out of my office vicinity.

Examinations are based on lectures, readings, 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 5. 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.**

GROUP PRESENTATIONS: **(50 points)**

Details regarding the specifics of this group project/presentation will be discussed in class and presented in a handout of detailed instructions.

GRADING CRITERIA

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

Letter grades are assigned according to the following scores

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

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TENTATIVE Course Schedule/Outline:

Date	Topic	Readings
1/22/20	COURSE INTRODUCTION	
1/27/20	FOUNDATIONS OF SPEECH SOUND DEVELOPMENT AND DISORDERS Fundamentals of articulatory phonetics – consonants and vowels Suprasegmental aspects of speech	<i>Chapter 2</i>
1/29/20	BASIC PERSPECTIVES IN ARTICULATION AND PHONOLOGY Phonetics and speech sound disorders Phoneme classification Dynamics of speech production	<i>Chapter 2</i>
2/3/20	TYPICAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS Infant milestones; development of meaningful speech Stages of infant speech development	<i>Chapter 3</i>
2/5/20	TYPICAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS (continued) Factors influencing typical speech sound acquisition	<i>Chapter 3</i>
2/10/20	TYPICAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS (continued) Development of the sound system Speech Intelligibility	<i>Chapter 3</i>
2/12/20	TYPICAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS (continued) Development and use of phonological patterns	<i>Chapter 3</i>
2/17/20	TEST 1	
2/19/20	VARIABLES ASSOCIATED WITH SPEECH SOUND DEVELOPMENT AND PERFORMANCE Anatomical, neurological, and physiological factors Language skills, individual characteristics, and environmental factors	<i>Chapter 4</i>
2/24/20	VARIABLES ASSOCIATED WITH SPEECH SOUND DEVELOPMENT AND PERFORMANCE (continued)	<i>Chapter 4</i>
2/26/20	CULTURE AND COMMUNICATION: BIDIALECTAL AND BILINGUAL CONSIDERATIONS African American English Spanish-Influenced English Asian and Pacific Islander languages	<i>Chapter 11</i>
3/02/20	CULTURE AND COMMUNICATION: BIDIALECTAL AND BILINGUAL CONSIDERATIONS (continued) <i>Practical considerations for assessment and intervention</i>	<i>Chapter 11</i>
3/04/20	TEST 2	

3/09/20	ASSESSMENT OF SPEECH SOUND DISORDERS General principles of assessment; assessment objectives Conducting a speech screening Gathering a case history	<i>Chapter 6</i>
3/11/20	ASSESSMENT OF SPEECH SOUND DISORDERS (continued) Administering standardized tests Collecting connected speech samples Conducting stimulability testing Performing contextual and speech discrimination testing	<i>Chapter 6</i>
3/16/20	ASSESSMENT (continued) Analyzing and interpreting assessment information Making a diagnosis and prognosis	<i>Chapter 7</i>
3/18/20	ASSESSMENT (continued) Assessment of organic and neurogenic speech disorders Introduction to dysarthria and apraxia of speech	
3/23/20	TEST 3	
3/25/20	AN INTRODUCTION TO FEEDING THERAPY Work on group presentation	
	SPRING BREAK 3/30/20 – 4/03/20	
4/06/20	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	
4/08/20	MOTOR-BASED APPROACHES TO INTERVENTION Traditional approach to therapy – Van Riper Successive approximation/shaping Context utilization Core vocabulary approach	<i>Chapter 9</i>
4/13/20	TREATMENT OF CHILDHOOD APRAXIA OF SPEECH Dynamic temporal and tactile cuing Rapid syllable transition treatment Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT)	<i>Chapter 9</i>
4/15/20	LINGUISTICALLY-BASED APPROACHES TO INTERVENTION Minimal and Maximal Contrast approaches Hodson's cycles approach Metaphon approach, naturalistic, and whole language approaches	<i>Chapter 10</i>
4/20/20	SPECIFIC TREATMENT TECHNIQUES—INDIVIDUAL PHONEMES	
4/22/20	SPECIFIC TREATMENT TECHNIQUES—INDIVIDUAL PHONEMES Review for exam	

4/27/20	TEST 4	
4/29/20	STUDENT PRESENTATIONS (X 3)	
5/04/20	STUDENT PRESENTATIONS (X 3)	
5/06/20	STUDENT PRESENTATIONS (X 1) Review for final; I will give you your course total so you can decide if you want to take the final	

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, will be reported to the office of student affairs.

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. Prefer 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.

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 in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available. <https://www.csus.edu/basicneeds/>

Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

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.