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

Instructor: Celeste Roseberry-McKibbin, Ph.D., C.C.C.-SLP
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No professor allows students to take pictures of PowerPoint slides

TEXTBOOKS

Book of case studies. Required. Available at Simply Brilliant—552 Fulton Ave—in Loehman's Plaza near Chipotle (off Fair Oaks Blvd.) 641-5535; M-F 9-5

Please bring the book of readings/case studies to class each day starting 1/30/18.

Course Prerequisites: CSAD 110

PowerPoint outlines are posted on my website—not SacCT.

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.
10. 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.
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.

These learning outcomes will be assessed using the assessment strategies of examinations and a course assignment. The following ASHA standards are met by successful completion of this course:

**Standard III-B**: The applicant must demonstrate knowledge of the nature of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. **Standard III-C**: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: Articulation—etiologies and characteristics of articulatory-phonological disorders. **Standard III-D**: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders. Specific knowledge must be demonstrated in the following areas: prevention, assessment, and intervention for children with articulatory-phonological disorders.

**COURSE OUTLINE**

1/23/18 **COURSE INTRODUCTION**

1/25/18 **FOUNDATIONS OF SPEECH SOUND DEVELOPMENT AND DISORDERS**

*Chapter 3 Basic Unit*

1/30/18 **BASIC PERSPECTIVES IN ARTICULATION AND PHONOLOGY**

Phonetics and speech sound disorders
Phoneme classification
Dynamics of speech production

*Chapter 3 Basic Unit*

2/1/18 **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)*
2/6/18  TYPICAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS (continued)

2/8/18  TYPICAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS (continued)

Development of the sound system
Speech intelligibility

2/13/18  TYPICAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS

Age ranges for speech sound production—typical development

2/15/18  Test One

2/20/18  VARIABLES ASSOCIATED WITH SPEECH SOUND DEVELOPMENT AND PERFORMANCE

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

*Chapter 4 Basic Unit (pp. 176-190)*

2/22/18  VARIABLES ASSOCIATED WITH SPEECH SOUND DEVELOPMENT AND PERFORMANCE

2/27/18  CULTURE AND COMMUNICATION: BIDIALECTICAL AND BILINGUAL CONSIDERATIONS

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

*Chapter 5 Basic Unit*

3/1/18  CULTURE AND COMMUNICATION: BIDIALECTICAL AND BILINGUAL CONSIDERATIONS (continued)

Practical considerations for assessment and intervention

3/6/18  TEST 2

3/8/18  ASSESSMENT OF SPEECH SOUND DISORDERS

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

*Chapter 6 Basic Unit*
4/3/18  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

4/5/18  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)

4/10/18  SPECIFIC TREATMENT PROGRAMS AND APPROACHES

Traditional approach to therapy
Cycles approach
Phonological contrast approaches

Chapter 8

4/12/18  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

4/17/18 SPECIFIC TREATMENT TECHNIQUES—INDIVIDUAL PHONEMES

4/19/18 SPECIFIC TREATMENT TECHNIQUES—INDIVIDUAL PHONEMES; FACILITATING PHONOLOGICAL AWARENESS SKILLS

4/24/18 TEST 4

4/26/18 STUDENT PRESENTATIONS

5/1/18 STUDENT PRESENTATIONS

5/3/18 Dr. R. in Boston—work on presentations

5/8/18 STUDENT PRESENTATIONS

5/10/18 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.-7:00 P.M. Thus, for 65 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.

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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.