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

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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 2/1/16.

Course Prerequisites: SPHP 110

PowerPoint outlines will be posted on SacCT before each class.

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.
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.
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**

1/23/17 COURSE INTRODUCTION

1/25/17 FOUNDATIONS OF SPEECH SOUND DEVELOPMENT AND DISORDERS

*Chapter 3 Basic Unit*

1/30/17 BASIC PERSPECTIVES IN ARTICULATION AND PHONOLOGY

Phonetics and speech sound disorders
Phoneme classification
Dynamics of speech production

*Chapter 3 Basic Unit*

2/1/17 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)*

2/6/17 Group Assignment

2/8/17 TYPICAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS

Development of the sound system
Speech intelligibility
Age ranges for speech sound production—typical development
2/13/17  TYPICAL DEVELOPMENT: INFANCY THROUGH EARLY SCHOOL YEARS

2/15/17  TEST ONE

2/20/17  VARIABLES ASSOCIATED WITH SPEECH SOUND DEVELOPMENT AND PERFORMANCE

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

Chapter 4 Basic Unit (pp. 176-190)

2/22/17  VARIABLES ASSOCIATED WITH SPEECH SOUND DEVELOPMENT AND PERFORMANCE

2/27/17  CULTURE AND COMMUNICATION: BIDIALECTICAL AND BILINGUAL CONSIDERATIONS

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

Chapter 5 Basic Unit

3/1/17  CULTURE AND COMMUNICATION: BIDIALECTICAL AND BILINGUAL CONSIDERATIONS (continued)

Practical considerations for assessment and intervention

3/6/17  ASSESSMENT OF SPEECH SOUND DISORDERS (**this information is on Test 3, not test 2; test 2 only goes through ch. 5)

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

Chapter 6 Basic Unit

3/8/17  TEST 2

3/13/17  ASSESSMENT OF SPEECH SOUND DISORDERS

Administering standardized tests
Collecting connected speech samples
Conducting stimulability testing
Performing contextual and speech discrimination testing
<table>
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<tr>
<th>Date</th>
<th>Section</th>
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<tbody>
<tr>
<td>3/15/17</td>
<td>ASSESSMENT CONTINUED</td>
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<td>Analyzing and interpreting assessment information</td>
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<td>Making a diagnosis and prognosis</td>
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<td>Have a great spring break! 😊</td>
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<td>3/27/17</td>
<td>ASSESSMENT CONTINUED</td>
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<td>Assessment of organic and neurogenic speech disorders</td>
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<td>Introduction to dysarthria and apraxia of speech</td>
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<td>Chapter 6 Advanced Unit</td>
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<td>3/29/17</td>
<td>Test 3</td>
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<td>4/3/17</td>
<td>BASIC PRINCIPLES AND PROCEDURES IN THE TREATMENT OF SPEECH SOUND DISORDERS</td>
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<td>Selecting target behaviors and establishing baselines</td>
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<td>Developing measurable objectives</td>
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<td>Planning and developing a treatment program</td>
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<td>4/5/17</td>
<td>TREATMENT OF ORGANIC AND NEUROGENIC SPEECH DISORDERS</td>
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<td>Childhood apraxia of speech</td>
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<td></td>
<td>Chapter 8 Advanced Unit (only pp. 381-middle of 385; childhood apraxia of speech)</td>
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<td>4/10/17</td>
<td>SPECIFIC TREATMENT PROGRAMS AND APPROACHES</td>
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<td>Traditional approach to therapy</td>
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<td>Cycles approach</td>
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<td>Phonological contrast approaches</td>
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<td>Chapter 8</td>
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<td>4/12/17</td>
<td>SPECIFIC TREATMENT APPROACHES CONTINUED</td>
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<td>Stimulability approach</td>
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<td>Core vocabulary approach</td>
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<td>Naturalistic speech intervention approach</td>
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<td>Integrating intervention for speech sound disorders</td>
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<td>into the Common Core State Standards</td>
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<td>4/17/17</td>
<td>SPECIFIC TREATMENT TECHNIQUES—INDIVIDUAL PHONEMES</td>
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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. 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.

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 may include short answer, true-false, multiple choice, and matching questions. Each exam is worth 100 points.

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.

**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. Select a test and show the class how to administer it (demonstrate with the actual test)
3. Give the class the test results
4. Tell the class what your treatment plan is. 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 the instructor. 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. Please include the test protocol in your handout.
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 need to be sure to check out the test from the Supply Room downstairs at least several days in advance. Be sure to check the Supply Room schedule. Do not check out the test at the last minute, as the Supply Room may be closed!

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 SPHP 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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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>94.5-100</td>
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<td>A-</td>
<td>89.5-94.499</td>
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<td>B+</td>
<td>86.5-89.499</td>
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<td>B</td>
<td>83.5-86.499</td>
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<td>B-</td>
<td>79.5-83.499</td>
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<td>C+</td>
<td>76.5-79.499</td>
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<td>C</td>
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<td>C-</td>
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<td>59.5-63.499</td>
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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.