



EAST TENNESSEE STATE
UNIVERSITY

College of Clinical and Rehabilitative Health Sciences

Department of Audiology and Speech-Language Pathology

CDIS 5025
Clinical Phonology
Section 201



Syllabus

Course Information

Course Description and Purpose

This course is concerned with speech sound disorders (SSD) in children. The emphasis is on **primary SSD of undetermined origin** (i.e., speech disorders that are not the result of craniofacial anomalies, hearing impairments, or frank neurological impairments such as cerebral palsy). The course also covers **childhood apraxia of speech (CAS)**. The primary goal of the course is to **acquire the knowledge base** of the area (what is known about SSD and underlying explanations, as well as the assessment and treatment literature, including SSD in bilingual children) and sufficient **critical thinking skills** so that students, with practice, can provide appropriate assessment and treatment.

*Tell me and I'll forget
Show me and I may remember
Involve me and I'll remember.
~ Chinese Proverb*

Course Goals

By the end of the course, students will be expected to have learned the following *core concepts*:

1. Clinical management (assessment, target selection, intervention) for toddlers, preschoolers, and school-age children with speech sound disorders.
2. Contemporary issues related to working with children with speech sound disorders, including intervention intensity, impact of speech sound disorders on activities and participation, Universal Declaration of Human Rights, and incorporating parents in the intervention process.

Course Format

The class will use a variety of teaching methods including lecture/discussion, practice exercises, individual and group problem solving exercises, and student discussions. Students are expected to **take an active role** during the class discussions, communicating higher level thinking and comprehension skills (application, analysis, synthesis, evaluation).

Cycle of Learning

Learning ~ Doing ~ Reflecting

Course Objectives

At the conclusion of this course, students will:

1. Recall key concepts in phonetics and phonology and relate applications to SSD (IV-B)
2. Identify stages and processes of normal articulation / phonological development and interactions with other domains of language (e.g., lexicon, literacy) (IV-C)
3. Describe atypical speech development (classification of subtypes/phenotypes, differential diagnosis, etiology, explanation) (IV-D)
4. Design/rationalize an assessment protocol of norm referenced and/or criterion referenced assessment instruments/procedures, given case scenarios (IV-D)
5. Analyze disordered speech using appropriate assessment frameworks (IV-D)
6. Identify/rationalize intervention techniques/approaches for a variety of types/ages of SSD (IV-D)
7. Compare/contrast various models of intervention according to underlying theory, initial targets, procedures, and effectiveness/efficacy data (IV-D, IV-F)
8. Describe cultural competencies needed for assessment of monolingual, bilingual, and multilingual children with SSD (IV-D)
9. Identify the impact of speech impairment in children to the ICF-CY framework relative to Body Structures and Functions, Participation, and Activities (IV-C)
10. Implement clinical management of SSD on scientifically-based principles of assessment and intervention (IV-F)

1. Standard IV-B: Knowledge of basic human communication and swallowing processes, including appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Standard IV-C: Knowledge of the knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in:
 - Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
 - Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, paralinguistic communication, and literacy in speaking, listening, reading, and writing
 - Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
3. Standard IV-D: Knowledge of the principles and methods of prevention, assessment, and intervention [for children with articulation/phonological disorders]
4. Standard IV-F: Knowledge of processes used in research and the integration of research principles into evidence-based clinical practice

Course Requirements

Textbooks and Readings

There are two texts for this course (listed below). They both have a highly clinical focus. The second book will be a useful clinical resource for working with children with articulation disorders.

McLeod, S., & Baker, E. (2017). *Children's Speech: An Evidence-Based Approach to Assessment and Intervention*. Boston: Pearson.

Secord, W. (2007). *Eliciting sounds: Techniques for clinicians (2nd edition)*. The Psychological Corporation.

There are also a number of assigned journal articles. Articles published in ASHA journals (*AJSLP*, *JSLHR*, *LSHSS*) can be retrieved through the Sherrod Library or if you're a member of National NSSHLA. Articles published in other journals will be posted on D2L.

Technical Requirements

This class will use PowerPoint slides that accompany the discussion topic for a class, which will be posted weekly on *Desire 2 Learn*. Copies of the PowerPoint slides for all lectures will be available just prior to the class meeting to download from *D2L*.

Course Policies and Expectations

Classroom and Communication Policies

1. **Preparing for class:** It is expected that all reading/study assignments applicable to a given class period will be completed prior to the class. For all assignments (course text and assigned articles, readings, handouts), students may be asked to:
 - state the most interesting or surprising thing they learned
 - summarize/paraphrase salient points
 - say what was confusing and how they tried to clarify it
 - discuss issues and arrive at consensus
 - apply material to real or imagined case scenarios/data (are the potential applications general, e.g., "I need to keep this in mind," or more specific?)
 - explain/teach a point to classmates

For those reading assignments that are data-based journal articles, you may also be asked to:

- identify the research question (or questions) the study was designed to address
- say why (the authors believe) the research question(s) is/are important/interesting one(s)
- identify any theories that underlie the research
- identify independent/dependent variables in the study
- discuss general or specific applications

If you are unprepared, this may affect your final course grade, particularly in borderline cases.

2. **Bring to class:** All resources (textbook, handouts, etc.) as requested that will assist you during the class.
3. **Academic honesty:** Students must abide by the East Tennessee State University Honor Code dealing with Academic Honesty and Student Conduct. For any infringement, the student will receive a zero for the assignment or exam. For any given assignment, I will specify whether students may work with a classmate, in a small group, or are to complete the assignment on their own. If the latter, the honor system applies. For any infringement of this policy, the student will receive a zero.
4. **Make-ups:** Students are not entitled to make up assignments or projects earning points, unless arrangements are made in advance. Medical documentation may be requested. For rescheduled exams, a different version or format of exam may be given.
5. **Attendance:** Required. Please notify me in advance of verifiable illness or other emergency.
6. **Accommodations:** Any student who has been granted an accommodation to complete this class is expected to discuss with the instructor as soon as possible.
7. **Cell phones and laptops:** Please turn off your cell phones. Computers may be used for note-taking and/or referring to your e-files of assigned articles ONLY. If a student is using the computer for other purposes, the student loses the right to have their computer in class.
8. The syllabus is a general guideline for the course: The schedule and topics in this course may be modified at the instructor's discretion.

Grading Policy

Course Assignments/Grading

Assignment	Points
Phonological Process Analysis Worksheet	25 points
Quizzes (5 @ 20 points each)	100 points
Exercises (4 @ 20 points each)	80 points
Midterm Exam	100 points
Final Exam	100 points

Grading Scale

Grades will be computed according to the following point scale:


A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; F below 73

Students are responsible for any changes made in this syllabus and announced in class.





For classroom courtesy, please turn off cell phones during class.




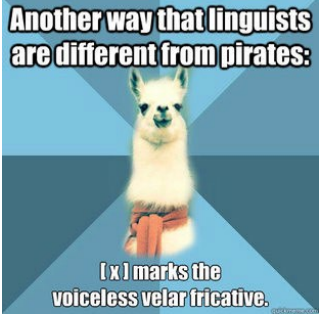
More time on task = more learning

Course Schedule

Date	Topic	Assignment
<p>28 Aug</p> 	<p>Course Overview</p> <p>Review syllabus</p> <p>Historical Overview of Articulation/Phonology</p> <ul style="list-style-type: none"> • Relate historical changes in perspectives to current clinical management practices of SSD in children • What are SSD? • What's the difference between articulation and phonology? 	<p>Read:</p> <ul style="list-style-type: none"> • Cabbage (2019): PREFACE: Speech Sound Disorders in Children, pp. 79-80 • MB Ch 3-4 <ul style="list-style-type: none"> ○ Ch 3: review ○ Ch 4: review <p>Second book (for review of Phonetics)</p> <p>Review phonetics-related links at:</p> <p>http://www.utexas.edu/courses/linguistics/resources/phonetics/;</p> <p>http://www.arts.gla.ac.uk/IPA/pho/mlink.html</p> <p>Review phonetics and anatomy/physiology of speech at:</p> <p>http://www.umanitoba.ca/faculties/arts/linguistics/russell/138/notes.htm;</p> <p>http://www.phon.ox.ac.uk/~jcoleman/phonation.htm</p>

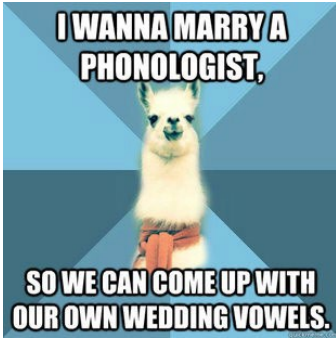
<p>04 Sept</p> 	<p>Normal Phonological Acquisition and Developmental Norms</p> <ul style="list-style-type: none"> • Ages and stages of development • Connect developmental stages to differences in assessment and intervention <ul style="list-style-type: none"> ○ Toddlers (18-36 mo) ○ Preschoolers (3-5 years) ○ School-age (6-11 years) • How to Use and Interpret Developmental Norms 	<p>Read:</p> <ul style="list-style-type: none"> • MB: Ch 6 • McLeod & Crowe (2018), <i>AJSLP</i> <ul style="list-style-type: none"> ○ Informed SLP synopsis • Storkel (2019): Using Developmental Norms <i>SIG 1</i> • OPTIONAL: Storkel (2019): Clinical Forum Prologue: SSD in Schools: Who Qualifies? <i>SIG 1</i> <p>Phonological Process Analysis</p>
<p>11 Sept</p> 	<p>Assessment of SSD: Basics + Additional Considerations</p> <ul style="list-style-type: none"> • Describe the comprehensive and strategic nature of assessment • Describe the purposes of assessment • Describe assessment beyond consonants <ul style="list-style-type: none"> ○ Vowels, Polysyllables, Perception, OH MY! • Describe cultural competencies needed for assessment • Assessment within the ICF-CY framework 	<p>Read:</p> <ul style="list-style-type: none"> • MB: Ch 7-8 • DeVeny (2019) <i>Seminars in Speech & Language</i> • Farquharson (2019) <i>Seminars in Speech & Language</i> • McCormack, McLeod & Crowe (2019) <i>Seminars in Speech & Language</i> • OPTIONAL: Farquharson & Tambyraja (2019) <i>Seminars in Speech & Language</i> • OPTIONAL: Krueger (2019) <i>Seminars in Speech & Language</i> • OPTIONAL: Farquharson & Boldini (2018) <i>Seminars in Speech & Language</i> <p>Quiz 1</p>
<p>18 Sept</p> 	<p>Analysis of Children's Speech: Relational Analyses</p> <ul style="list-style-type: none"> • Frameworks of Assessment <ul style="list-style-type: none"> ○ Relational Analyses <ul style="list-style-type: none"> ▪ Traditional (SODA) ▪ PPA/PVM 	<p>Read:</p> <ul style="list-style-type: none"> • MB: Ch 9 • Williams (2019): Clinical Pearls: SOUND Advice and SOUND Investigation <p>PEEPS Analysis</p>

<p>25 Sept</p> 	<p>From Assessment to Analysis: Independent + Relational Analysis</p> <ul style="list-style-type: none"> Systemic Phonological Analysis of Child Speech (SPACS) 	<p>Quiz 2</p> <p>PVM Analysis</p>
<p>02 Oct</p> 	<p>MIDTERM EXAM (1st hour)</p> <p>Target Selection</p> <ul style="list-style-type: none"> Selecting treatment targets Describe concepts of phonological complexity and learnability as related to target selection Differentiate impairment-based goals and social-based goals 	<p>Read:</p> <ul style="list-style-type: none"> MB: Ch 10: pp. 469-470 Storkel (2018): The Complexity of Approach <i>LSHSS</i> Williams (2019): Clinical Pearl: SOUND Proof OPTIONAL: Storkel (2018): Implementing EBP <i>LSHSS</i> <p>SPACS Analysis</p>
<p>09 Oct</p> 	<p>Taxonomy of Phonological Intervention</p> <ul style="list-style-type: none"> Classification of interventions for SSD in children What approaches are appropriate for toddlers with SSD? <p>STIM, EMT/PE, CYC</p>	<p>Read:</p> <ul style="list-style-type: none"> MB: Ch 13 <ul style="list-style-type: none"> CYC (pp. 453-456) STIM (pp. 462-464) Baker, Williams, McLeod, & McCauley (2018), <i>AJSLP</i>, 27, 906-935 <p>Quiz 3</p>
<p>16 Oct</p> 	<p>Interventions: Highly Unintelligible Speech (Preschoolers)</p> <ul style="list-style-type: none"> Describe components of the 4 contrastive approaches Demonstrate key ingredients of each of the 4 contrastive intervention approaches Apps and EBP <p>MP, MO, Complexity Approaches (MaxO and ES)</p>	<ul style="list-style-type: none"> MB: Ch 13 <ul style="list-style-type: none"> MP (pp. 437-443) MaxO (pp. 444-446) MO (pp. 447-450) Brumbaugh & Smit (2013), <i>LSHSS</i>, 44, 306-319

<p>23 Oct</p> 	<p>Interventions: Preschoolers</p> <ul style="list-style-type: none"> • Non-contrastive approaches <p>Morphosyntax Approach, Core Vocabulary</p>	<p>Read:</p> <ul style="list-style-type: none"> • MB: Ch 13 <ul style="list-style-type: none"> ◦ MSA (pp. 459-461) ◦ CV (pp. 464-468)
<p>30 Oct</p> 	<p>Intervention: School-Age</p> <ul style="list-style-type: none"> • What are the principles of traditional articulation? • Instrumental approaches and visual biofeedback <p>Articulation, Instrumental Approaches</p>	<p>Read</p> <ul style="list-style-type: none"> • MB: Ch 14 <ul style="list-style-type: none"> ◦ Traditional articulation (pp. 483-493) ◦ Visual Feedback (pp. 496-499) • Sugden, Lloyd, Lam, & Cleland (2019) <i>International J of Lang and Comm Disorders</i> <p>Quiz 4</p>
<p>06 Nov</p> 	<p>Intervention: MSD</p> <ul style="list-style-type: none"> • Discuss the key ingredients of these approaches with regard to principles of motor learning • Summarize the ASHA report on CAS • Describe the differentiating characteristics of CAS vs PI <p>DTTC, PROMPT, ReST/TEMPO</p>	<p>Read:</p> <ul style="list-style-type: none"> • MB: Ch 14 <ul style="list-style-type: none"> ◦ CAS and Dysarthria (pp. 500-519) • ASHA CAS Tech Report • ASHA Position Statement • Second Book (review)
<p>13 Nov</p> 	<p>Contemporary Issues in SSD</p> <ul style="list-style-type: none"> • Working with Parents • Intervention Intensity • Vowels • NSOME 	<p>Read:</p> <ul style="list-style-type: none"> • Sugden, Munro, Trivette, Baker, & Williams (2019) <i>Journal of Early Intervention</i> • Williams (2012) <i>International Journal of SLP</i> • Speake, Stackhouse, & Pascoe (2012) <i>Child Lang Teaching & Therapy</i> • Maas (2016) <i>International Journal of SLP</i> • OPTIONAL: Allen (2013), <i>JSLHR</i>, 56, 865-877 <p>Quiz 5</p>

<p>20 Nov</p> 	<p>SSD and Literacy</p> <ul style="list-style-type: none"> Summarize the relationship between phonological disorders and phonological awareness/literacy impairments <p>MPA, PLA</p>	<p>Read:</p> <ul style="list-style-type: none"> MB Ch 13 (pp. 476-477)
<p>27 Nov</p> 	<p>Thanksgiving Recess</p>	<p>No Class</p>
<p>04 Dec</p> 	<p>Contemporary Issues in SSD</p> <ul style="list-style-type: none"> Universal Declaration of Human Rights (Article 19) Well-being & Resilience 	<p>Read:</p> <ul style="list-style-type: none"> Mulcair, Pietrantoni, & Williams (2018), <i>IJSLP</i> Farrugia-Bernard (2017), <i>IJSLP</i> Murphy, Lyons, Carroll, Caulfield, & De Paor (2017), <i>IJSLP</i> OPTIONAL: Carroll, Guinan, Kinneen, Mulheir, Loughnane, Joyce, Higgins, Boyle, Mullarney, & Lyons (2017), <i>IJSLP</i> OPTIONAL: Lyons & Roulstone (2018) <i>JSLHR</i> <p>Universal Declaration of Human Rights http://www.un.org/en/universal-declaration-human-rights/</p>

11 Dec



FINAL EXAM

SAMPLE