

Andrews University

Fall Semester 2018

SPPA 544 Articulation and Phonological Disorders

Course Description

An advanced study of speech and sound production in children. Discussion will include normal aspects of articulation, phonology and development, identification of articulation disorders, phonological delays and disorders, and childhood apraxia of speech, as well as treatments approaches, theory and facilitation strategies.

Course Credit

3.0

Location

Bell Hall #118

Schedule

Monday 9:30-12:30

Instructor

Brynja Davis MS CCC-SLP

brynja@andrews.edu

Required Materials

Bernthal, J. E., Bankson, N. W., & Flipsen, P. (2013). *Articulation and Phonological Disorders: Speech Sound Disorders in Children, (7th Ed.)*. Boston, MA: Pearson.
ISBN: 978-0132612630

Optional

Secord, Wayne. (2007). *Eliciting Sounds: Techniques and Strategies for Clinicians, (2nd Ed.)*. Clifton Park, NY: Cengage Learning.
ISBN: 978-1401897253

www.andrews.bncollege.com

Program Goals

- MS in Speech-Language Pathology will prepare students for the professional workforce
- MS students in Speech-Language Pathology will complete a terminal degree in speech-language pathology

- MS students in Speech-Language Pathology will synthesize and Interpret comprehensive knowledge of communication sciences and disorders
- MS student in Speech-Language Pathology will effectively integrate knowledge to formulate sound clinical judgments

Course Objectives

By the end of the course, students will be able to:

- Describe normal articulation acquisition and the parameters involved in normal sound production.
- Understand the developmental disorders of articulation and phonology in children.
- Identify, analyze, and transcribe disordered articulation and phonology.
- Administer and interpret articulation screening and diagnostic tests.
- Evaluate a disordered phonological system and plan an appropriate treatment program.
- Develop and implement various programs/remediations for the treatment of disordered articulation/phonology.

Upon completion of this course, the student will have met the following requirements for certification in speech-language pathology:

Standard IV-C: The applicant must have demonstrated knowledge of the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Articulation
- Voice and resonance, including respiration and phonation
- Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)

Standard IV-D: For each of the areas specified in Standard VI-C, the applicant must have demonstrated current 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.

ASHA Standard	Outcome	Implementation	Evaluation Criteria
IV-B	Describe normal articulation acquisition and the parameters involved in normal sound production.	Exams	80% accuracy
IV-C IV-D V-B1c, e	Identify, analyze, and transcribe disordered articulation and phonology. Administer and interpret articulation screening and diagnostic tests. Evaluate a disordered phonological system and plan an appropriate treatment program. Develop and implement various programs/remediation for the treatment of disordered articulation/phonology.	Exams, Evaluation tool, SimuCase learning activity, Treatment Program, Accent Reduction	80% accuracy

		Assessment	
IV-D V-B2a, c	Students will become familiar with a specific treatment approach for the remediation of articulation and/or phonological disorders assigned to them. The approaches will either be a motor-based treatment approach or a linguistically based treatment approach. Students will give the purpose or goal of the treatment approach and what kind of client it was designed for and why. Students will outline the approach and become knowledgeable about how it is implemented in the therapy setting.	Exams, Treatment Program.	80%
IV-C IV-D V-B1c	Students will engage in readings, discussions, and application of assessment and remediation of accent reduction for ethnic and culturally diverse populations.	Exams (readings, class discussion), Treatment Program, Accent reduction Assessment	80%

Course Requirements

Assignments: Reading the textbook is important, in addition material outside the textbook may be assigned for further study of a particular area/topic.

Exams: There will be a Midterm and a Final Exam given, each worth around 100 points. Multiple choice, short answer, and essay questions will be used. **40% of grade.**

SimuCase™: Each individual student will work through a particular SimuCase™ Assessment example to help develop clinical decision making skills required for a full client assessment. Skills practiced are; interaction with family & professionals to gather case history information, administering assessment tools, making a diagnosis, and giving recommendations. The case will feature a child, Kara Lynn, who has unintelligible speech, the case can be found in the library of case studies, simucase.com. Students will need to practice the case in the Learning Mode and receive a score of 80% or above before Exporting Final Report to the teacher. Further information can be found in the handout on Learning Hub or on the SimuCase™ website, www.simucase.com . **10% of grade.**

Evaluation Tool presentation & administration: Each group (of 4) will be asked to present a clinical evaluation tool developed for articulation and phonological speech disorders. The presentation must include: (a) **explanation** of the tool, (b) **demonstration** of its use, (c) **pros and cons** of its use, and (d) **handout** for your classmates, an outline of procedures and/or main points. (Goldman-Fristoe Test of Articulation-3, Khan Lewis Phonological Analysis -3, Diagnostic Evaluation of Articulation and Phonology, Hodson Assessment of Phonological Patterns – 3rd edition, & Linguistics Articulation Test)

In addition, each individual student will have the opportunity to administer an articulation or phonological test to a young child. The test will have to be completely filled out, the child's responses transcribed, and the test accurately scored. **15% of grade.**

Treatment Program: Students will research specific treatment approaches that are supported as a best practice in the research literature.

Individually students are to research and become familiar with 2 treatment approaches (besides the one researched with a partner). They are to outline the approach in a 2-3 page paper and create and turn in a treatment plan for one therapy session for each approach. *Include* the original treatment materials that have been created for the sessions.

In *pairs* students are to do two things: 1) turn in a short 3-4 page paper outlining the treatment approach, what its goals are and how it is implemented (*cite research article to substantiate validity of approach*), and 2) come up with an mock treatment scenario to demonstrate to their peers how the approach works in therapy.

Create 4 treatment activities you could use following the treatment approaches philosophy or methods. If appropriate, also mention 2-3 homework assignments children may be given. Be creative with your ideas, focus on developing activities that will be fun and motivating for your little "clients". You may for example collect and put together objects, pictures, words, sentences, games and/or story stimuli as appropriate for your treatment plans.

Be ready to present the information your group has prepared, to the class during a 25-30 minute presentation at the end of the semester. Explain the treatment approach to the class and come prepared to administer three or four therapy activities to one of your group members or to the class, with all stimuli present. At the beginning of the presentation, give a brief explanation/rationale for the therapeutic stimuli choices your group has made. **25% of grade.**

"Accent Reduction" Assessment: Student will administer a non-standard articulation assessment (reading passage) to an individual with a foreign accent. Students will complete a phonetic transcription of the individual's productions and indicate what sounds they produce differently from standard American English. (It may be best for the student to audio record this evaluation). **10% of grade.**

These course requirements will be the tools by which the students will be assessed on their progress toward meeting the ASHA standards.

Attendance Policy

Regular attendance at all classes, laboratories and other academic appointments is required of each student.

Class Absences. Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Disability Accommodation

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu.

Professionalism

To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Cell phones should be turned off before entering the classroom.
- Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.
- Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.
- Late Assignments are unacceptable unless prearranged with instructor.
- Presentation is important. Your attention to detail, demeanor, timeliness, and attire factor into how you are perceived as a professional.
- Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

Academic Dishonesty Policy: Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

Changes: At the discretion of the teacher some assignments, quizzes, tests and projects may be changed for an enhanced learning experience for the students. Likewise the class schedule is fluid if more time or less is needed to cover each topic mentioned.

Emergency Protocols

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Assessment and Grading Scale

Grading summary:

Exams	40%
SimuCase™	10%
Evaluation Tool	15%
Treatment Program	25%
Accent Assessment	10%

Grading Scale:

A	94 – 100%	C+	77 – 79%
A-	90 – 93%	C	73 – 76%
B+	87 – 89%	C-	70 – 72%
B	83 – 86%	D	60 – 69%
B-	80 – 82%	F	Below 60%

Schedule/Course Outline - Tentative

& unexpected homework Ch. 1

September

3 **Labor Day**

10 Normal Aspects of Articulation Ch. 2

17 Speech Sound Acquisition Ch. 3

24 Factors Related to Speech Sound Disorders Ch. 4 **Group presentation of**
Classification & Comorbidity Ch. 5 **Evaluation Tool**

October

1 Assessment: Data Collection Ch. 6

8 **Fall Break**

15 Assessment: Data Collection Ch. 6

22 **TEST #1** Ch. 2-6

29 Assessment: Decision Making Ch. 7

November

5 Remediation & Evidence-Based Practice Ch. 8

12 Motor-Based Treatment Approaches Ch. 9
Linguistically Based Treatment Approaches Ch. 10

19 Language & Dialect Variations Ch. 11
Phonological Awareness Ch. 12

26 **TEST #2** Ch. 7-10

3 **Presentations - Tx program**

December

10 **Final Exam Monday @ 9:30am Presentations - Tx program**